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ABSTRACT

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

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A
COURSE OF STUDY
AND
SUGGESTIONS FOR CURRICULUM IMPLEMENTATION
SPECIAL CLASSES
(EMR)

Oakland Unified School District
Administration Building
1025 Second Avenue
Oakland, California 94606

APPROVED:
Superintendent's Cabinet
January 12, 1970

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

The Oakland Unified School District has provided equal educational opportunities for all children and youth for many years. These opportunities have varied with the individual differences found in and between all pupils. Giving each pupil opportunities to profit to his fullest abilities and potential is essential in modern public school programs.

As early as 1920, The Oakland Plan was recognized as one of the few large school district plans in the nation that provided for the education of the "Atypical" child. Since these early efforts, this program has been developed and expanded. As the Oakland schools have been able to identify pupils with special needs, the endeavor to provide educational opportunities that will assist the educable mentally retarded to become self-sufficient and responsible citizens has continued.

This program with special credentialed teachers, smaller than regular class enrollment, special equipment and supplies and more individualized instruction is, on a pupil-for-pupil basis, more costly than most regular class programs. The financial support for this program is, therefore, augmented by special State funds in addition to the local and State support available to all Oakland Public School children.

The Administration assumes the responsibility of Mr. Elementary Schools, a Education.

This publication has Education Code Section a Course of Study and California Public Schools of Education, March 9

Appreciation is acknowledged to the indefatigably given for this instrument. It became the vehicle by which the mentally retarded youth so that the pupils abilities.

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PREFACE

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The Administration and direction of this program is primarily the responsibility of Mr. Edward Cockrum, Assistant Superintendent of Elementary Schools, and Dr. Al Tudyman, Director of Special Education.

This publication has been produced in accordance with California Education Code Section 7551.1 and the Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools adopted by the California State Board of Education, March 9, 1967.

Appreciation is acknowledged of those staff members who have indefatigably given many hours of their time to the production of this instrument. It is hoped that this course of study will become the vehicle by which those working with our educable mentally retarded youth will be more able to organize the instruction so that the pupils will profit to the fullest extent of their abilities.

Dr. Spencer D. Benbow, Superintendent

Board of Education

Mrs. Ann Corneille--President
Melvin J. Caughell
Charles W. Goady
Barney E. Hilburn
Lorenzo N. Hoopes
Carl B. Munck
Seymour M. Rose

ACKNOWLEDGEMENTS

Many Oakland teachers, specially trained in the area of mental retardation, have over the years contributed to the improvement of the educational program for Special Class pupils. This course of study is the most recent effort to provide teachers and administrators with information

pertaining to the curriculum. Those compiling the information. Recognition people:

Marian Allport
Ted Crider
Jack Dewsnap
Lillian Fields
Jean Gilliam
Hannah Lai
Carl Larsson
Tony Lopes
Britta McCallum
Marie McDonnell
Roy Nicolaysen
Lucille Rose
Marvin Groelle,
Al Tudyman, Dire

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Special Class
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information

pertaining to the scope and sequence of the Special Class
curriculum. Those persons most directly responsible for
compiling the information contained herein deserve commen-
dation. Recognition is therefore given to the following
people:

Marian Allport
Ted Crider
Jack Dewsnup
Lillian Fields
Jean Gilliam
Hannah Lai
Carl Larsson
Tony Lopes
Britta McCallum
Marie McDonnell
Roy Nicolaysen
Lucille Rose
Marvin Groelle, Supervisor, Programs for the Mentally Retarded
Al Tudyman, Director, Department of Special Education

INTRODUCTION

The course of study for educable mentally retarded youth which appears on the following pages was designed to carry out the implications of the guidelines adopted by the California State Board of Education, March 9, 1967. The levels--Primary, Intermediate, Junior High, and Senior High--as well as the curriculum areas, are presented in accordance with the format appearing in the State bulletin, "Programs for the Educable Mentally Retarded in California Public Schools." ¹

The purpose of this course of study, as emphasized in the State guidelines, is to define in outline form the general areas under which learning experiences can be organized in order to promote the development of competencies appropriate to the educable mentally retarded. It should serve as a framework upon which to build a curriculum. This course of study is offered as a tentative document in a continuing process of curriculum planning which has as its ultimate objective the most effective and rewarding fulfillment of the human potential within each student.

The educable mentally retarded pupil is more like regular class pupils than different and has the same needs for personal, emotional, and economic adjustment to everyday life. To achieve adjustment, experiences should be provided to help develop skills, attitudes, appreciations, knowledges, and judgements which can be effectively utilized within the limits of each pupil's capacity. Experiences

should be directed toward the development of the capacities of education, self-realization, and civic responsibility. Every opportunity should be given to the retarded pupil to develop his strengths, disabilities should be considered.

The program for each level is organized that individualized instruction is the objective, appropriate to the logical age. Each level is a separate unit of the course.

It is explicit that the steps on a continuum of basic skills lead to performance.

Particularly, it is emphasized that a functional School experience is made a success.

¹ L. Wayne Campbell, Flora M. Daly, Fred M. Hanson, "Programs for the Educable Mentally Retarded in California Public Schools," Bulletin of the California

State Department of Education, March 1965, page 1.

INTRODUCTION

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should be directed toward the achievement of the broader objec-
tives of education for all children. Those objectives are:
self-realization, human relationships, economic efficiency, and
civic responsibility. Each pupil is unique but should be given
every opportunity to develop toward meeting these objectives.
In so doing, the individual differences of the educable mentally
retarded pupil in intelligence, specific learning characteristics,
strengths, disabilities, and vocational and social potential must
be considered.

The program levels, as defined here, and the indicated age span of
each level are to be considered only as suggestions. It is real-
ized that individual differences in children will require adapting
the objectives to the needs of the pupil regardless of chrono-
logical age. In addition, many classes will not be organized at
one separate level, and this also will necessitate a flexible use
of the course of study.

It is explicitly understood that levels are to be referred to as
steps on a continuum and that at all times mastery of the simpler,
basic skills must precede movement to more advanced levels of
performance.

Particularly at the secondary level it is essential to understand
that a functional, experiential approach becomes all important.
School experiences must approximate and, if possible, duplicate
experiences to be faced after leaving school if the student is to
make a successful transition from public school to independent,

State Department of Education, Sacramento, Vol. XXXIV, No. 1,
March 1965, pp. 54-101.

adult community life. For this reason, the course of study does not attempt to state specific objectives in terms of particular subject matter areas. It does indicate that regardless of the specific subject matter areas from which knowledge is drawn, the program must be organized so that the broader objectives are realized.

This course of study does not attempt to encompass all possible objectives of special education for the educable mentally retarded, but it does attempt to define those considered most essential.

The course of study and curriculum must be consistent with the general guidelines adopted by the State Board of Education calling for:

1. Repeated opportunities to apply academic skills in practical situations of daily living
2. Flexibility in design and application

3. Nongraded or
4. Sequential de
understanding
5. Vocational o

The course of study has been approved by the State Board of Education, the Superintendent of Education, the State Board of Education, and the State Board of Education, and each of these agencies has implemented.

This course of study is based on an experimental basis, with additions or deletions made as needed. It is a mutual sharing of ideas toward a common goal. It is learned about teaching and this course of study

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3. Nongraded organization
4. Sequential development of skills, attitudes, and understandings
5. Vocational orientation and work-study experience

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The course of study here presented fulfills the requirements of the State Board of Education guidelines. It is the responsibility of the Superintendent's staff, the individual school administrator, and each Special Class teacher to see that it is implemented.

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f Education

This course of study is tentative and should be used by teachers on an experimental basis. Notations for recommended changes, additions or deletions are requested so that there may be a mutual sharing of ideas which will help all to work steadily toward a common goal. This course of study must change as more is learned about teaching the educable mentally retarded. Use this course of study broadly, creatively, and critically.

ic skills in

OBJECTIVES OF THE PROGRAMStated as Continuing Life Problems or Social Life

Educable mentally retarded pupils have the potential to learn to live fairly independent and productive lives. They should, with proper preparation, be able to function satisfactorily in the world of work and receive self-satisfaction from their social and occupational endeavors.

These broad object expectations for t individual differe and disabilities,

Objectives of a program for educable mentally retarded pupils do not differ basically from objectives for the normal child as outlined by the Education Policies Commission in 1946: self-realization, human relationships, economic efficiency, and civic responsibility.

The Continuing Lif ments of broader c instructional prog briefly defined as

I. HEALTH IN DAILY LIVING:

This area deals with all experiences of child. It includes those aspects of daily life which are essential to healthful living, such as clean nutrition, good mental hygiene, and use of

II. SAFETY IN DAILY LIVING:

Situations are presented to aid the pupil in attitudes, and understandings which lead to safe community, and safety on the job. First aid individual to protect himself from other com included in this area.

III. UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS:

This includes the development of emotional s and in the community through experiences wh and an ability to understand and adjust to

IV. GETTING ALONG WITH AND COMMUNICATING WITH OTHERS:

This includes all areas of experience involv inter-group relations at every level; e.g., or community. Also involved is the acquisit skills (listening, speaking, reading, and w

OBJECTIVES OF THE PROGRAM

ated as Continuing Life Problems or Social Life Needs

the potential to
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and receive self-
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ability.

These broad objectives, however, must be translated into reasonable expectations for the educable mentally retarded pupil, based upon individual differences in intelligence, specific learning abilities and disabilities, and upon vocational and social potential.

The Continuing Life Problems or Social Life Needs which are refinements of broader objectives and are essential components of the instructional program for educable mentally retarded pupils are briefly defined as follows:

This area deals with all experiences of children and youth which have some bearing on health. It includes those aspects of daily life which aid in developing habits, attitudes, and skills essential to healthful living, such as cleanliness and grooming, prevention of disease, nutrition, good mental hygiene, and use of community health resources.

Situations are presented to aid the pupil in establishing behavior patterns, habits, attitudes, and understandings which lead to safety at school, at home, on the street and in the community, and safety on the job. First aid and precautionary behavior which enables the individual to protect himself from other common hazards within the environment are also included in this area.

This includes the development of emotional security and independence in the home, at school, and in the community through experiences which aid in the establishment of self-help skills and an ability to understand and adjust to one's assets and limitations.

This includes all areas of experience involving human relations, both inter-personal and inter-group relations at every level; e.g., being a member of a family, class, club, school, or community. Also involved is the acquisition of habits, attitudes, understandings, and skills (listening, speaking, reading, and writing) essential to effective communication.

V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES:

Responsible attitudes toward law and order with special emphasis on the democratic way of life are emphasized. This involves the acquisition of skills necessary to understand the diverse and unique needs of the community and to stand and participate in governmental processes; and the understanding of privileges, and responsibilities associated with membership in the community.

VI. FAMILY LIVING:

This area involves the acquisition of habits, attitudes, and skills necessary for varying family relationships, roles of family members, and the understanding of experiences related to feeding, clothing, and housing.

VII. EARNING A LIVING AND MANAGING MONEY:

The habits, attitudes, and skills essential to making a living are emphasized. Related to work habits, job information, supervised work experiences, discovering occupational competencies, finding a job, understanding of employee-employer relations are among those to be emphasized. Skills in consumer buying, budgeting, savings, and insurance are also emphasized. The practical application of these skills and their application is closely related to the needs of the community.

VIII. TRAVELING AND MOVING ABOUT IN THE COMMUNITY:

The essential habits, attitudes, skills, and information necessary for moving from place to place using private or public transportation are emphasized. Examples of the information and skills are using maps and directories are examples of the information and skills.

IX. USING LEISURE TIME:

The habits, attitudes, and skills necessary for effective use of leisure time are emphasized. Taught through such activities as play, games, sports, and recreation, television, organized club programs, and community recreation are emphasized.

X. PARTICIPATING IN COMMUNITY LIFE:

Experiences are provided for the acquisition of habits, attitudes, and skills which lead to awareness of and participation in a wide variety of activities within the community, including their organization, management, and evaluation.

nsible attitudes toward law and order with special attention to creating an awareness of emocratic way of life are emphasized. This involves the acquisition of attitudes and s necessary to understand the diverse and unique components of our heritage; to under- and participate in governmental processes; and to understand and exercise the rights, leges, and responsibilities associated with membership in the family, school, and nity.

area involves the acquisition of habits, attitudes, skills, and information related to ng family relationships, roles of family members, family residence, and homemaking. iences related to feeding, clothing, and housing a family require emphasis.

abits, attitudes, and skills essential to making a living; i.e., attitudes and skills ed to work habits, job information, supervised work experience, self-evaluation, vering occupational competencies, finding a job, keeping a job, and the responsibilities ployee-employer relations are among those to be taught. These experiences also relate nsumer buying, budgeting, savings, and insurance. The learning of fundamental arithme- kills and their practical application is closely related to this area of social life

ssential habits, attitudes, skills, and information necessary for moving about from to place using private or public transportation, finding one's way about the community, sing maps and directories are examples of the important aspects included in this area.

abits, attitudes, and skills necessary for effective use of leisure time must be t through such activities as play, games, sports, art, music, crafts, use of radio and ision, organized club programs, and community recreational services.

iences are provided for the acquisition of habits, attitudes, skills, and information .lead to awareness of and participation in a wide variety of youth and adult groups n the community, including their organization, functions, facilities, and benefits.

A REALISTIC BASIS FOR CURRICULUM PLANNING FOR EMR P

The curriculum model presented in this section is an outgrowth of numerous ideas and suggestions of Special Class teachers who participated in curriculum development meetings and workshops from 1953 to the present date. It is an attempt to simplify and illustrate the complexity of relationships between the individual pupil, the Special Class organization within the schools, the vast body of human knowledge, the realistic expectations for academic achievement of EMR pupils, the objectives of the school program, and the teaching methods or strategies used by teachers to assist pupils in attaining the objectives of the program.

When studying this model, it might be most logical to begin with the lowest and lightest area--that area shaped like an inverted pyramid. This portion represents the available bodies of organized knowledge, the experiences and other resources utilized by the teacher and pupils in formulating a broad and continuously expanding basis for relevant and effective learning. Each segment in this area indicates the approximate chronological and mental age range during which the accompanying mentioned experiences, knowledge, and resources might most appropriately begin to be utilized. It should be remembered that lack of space prevents mentioning more numerous items, and those set forth are only the major components from which pupils and teachers derive the essential background for effective teaching and learning. It should also be remembered that each ascending segment includes and builds upon all preceding ones so that a broader and more extensive basis for learning continuously develops. Though each of the four segments are separated by lines, this is only for convenience in explaining the model. In reality there is no definite demarcation between them, and the teacher must consider the lines as approximations, basing judgment for their use on the individual needs of

each pupil. There pupils will need to force earlier experience simple science concepts and development as

The lightest orange area is the first area considered next. This area represents the range of academic achievement expected to progress. Some pupils may be indicated for level. Some may refrain from setting maximum obtainable are delineated by Intermediate, Junior, and overlapping of grade levels because of the heterogeneity because many pupils are more advanced than in others. This is a basic tool subject to daily life needs of

The wide range of overlapping between within the brackets. Each bracket (Elementary, Intermediate, Junior, and Senior) correspond to the This arrangement is necessary for provision and instruction afforded the opportunity that his abilities

EMR PUPILS: THE BASIC BASIS FOR CURRICULUM PLANNING FOR EMR PUPILS

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each pupil. There will be many occasions, for example, when older pupils will need to refine their sensory and motor skills or reinforce earlier experiences in the areas of the basic tool subjects, simple science concepts, or perhaps the principles of child growth and development as they relate to child care and family living.

The lightest orange, rectangular area should probably be considered next. This area represents a continuum of ascending levels of academic achievement through which many EMR pupils may be expected to progress if they remain in an adequate school environment. Some pupils may never reach the 5th or 6th grade achievement indicated for the more advanced pupils at the senior high level. Some may exceed these levels; and teachers must, therefore, refrain from setting pre-determined goals which may prevent the maximum obtainable achievement. While the four levels presented are delineated by horizontal lines which separate Primary, Intermediate, Junior High, and Senior High school levels, the overlapping of grade levels is obvious. This overlapping occurs because of the heterogeneous groupings within Special Classes and because many pupils achieve more adequately in some academic areas than in others. The acquisition of knowledge and skills in the basic tool subjects, along with their relevant application to the daily life needs of each pupil, is a major goal of this program.

The wide range of achievement ages at each school level and their overlapping between school levels is illustrated in another way within the brackets on the left of this portion of the model. Each bracket (Elementary, Junior High, and Senior High) contains the approximate ranges in chronological and mental ages which correspond to the expected achievement ranges in academic areas. This arrangement should assist teachers in recognizing the necessity for providing a comparable and suitable range of instruction and instructional media. Each pupil, however, must be afforded the opportunity to progress at the pace and to the extent that his abilities allow.

The medium orange square area at the top of the model is sectioned to show the ten Continuing Life Problems or Social Life Needs considered by the Special Class teachers to be the essential components which comprise the overall objectives of the program. These ten components concern the educable mentally retarded from preschool through adulthood. EMR pupils must learn to understand and cope with these concerns in order to find successful solutions to their daily life problems. They must learn the fundamental tool subjects and relevant knowledge made available from the fields of science, arts, humanities, social government, economics, etc. The exact number of concerns and amount of emphasis placed on each will vary with the age and needs of the learner. Before entering post-school life, however, each pupil should have had adequate instruction and experiences in these areas to enable him to become an adaptable, contributing, socially and economically self-supporting adult to the extent that his abilities allow.

It should be noticed that the lines separating the ten Continuing Life Problems extend upward from the Primary level through each succeeding academic level. In actuality each of the ten concerns begins shortly following or at birth and continues throughout adulthood. In this respect they become the content as well as the overall objectives of the program.

The dark orange rectangle forming the upper right side of the model represents the vehicles by which all that is to be learned is brought to and taught to the learner. These vehicles are such things as the organization of content; activities carried on within the classroom or other learning environment; the techniques, methods, and strategies of teaching which comprise and assist the teaching-learning process.

In attempting to isolate of skills and knowledge persons teaching EMR the Unit of Experience pattern. This approach problem or area of interest Continuing Life Problem explored should be and beyond the four walls experiences of the pupils success at some level involved. It should be the 3 R's, specific visits to places providing visual-aids, arts and action which will allow of the particular learner the pupils wane. This Experience. Examples to the Continuing Life Management might be: "work," "Preparing my room," "How I live in our neighborhood"

It should be evident social sophistication allow for overlapping development of academic therefore, be related continuous, practical and mental age ranges this kind of planning

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In attempting to isolate or select pertinent and discrete areas of skills and knowledges to be taught at any given time, most persons teaching EMR pupils have advocated what has been called the Unit of Experience as the major vehicle or organizational pattern. This approach involves the selection of a specific problem or area of interest related to one or more of the ten Continuing Life Problems. The specific problem or area to be explored should be an outgrowth of pupil interest and extend beyond the four walls of the classroom into the out-of-school experiences of the pupils. It should afford participation and success at some level for all members of the class or group involved. It should be broad enough to require inclusion of the 3 R's, specific subject matter content, excursions, or visits to places providing firsthand experiences, audio- and visual-aids, arts and crafts, etc. It must also be of a duration which will allow for a satisfactory solution or conclusion of the particular learning experience before the interests of the pupils wane. This, in brief, describes a Unit of Experience. Examples of topics for Units of Experience related to the Continuing Life Problem of Homemaking and Simple Money Management might be: "Ways I can help my mother," "Father's work," "Preparing my favorite food," "Furnishing and decorating a room," "How I would budget one hundred dollars," "Houses in our neighborhood for sale or for rent."

It should be evident that these topics range in interest and social sophistication from primary through advanced levels yet allow for overlapping, sequence, and continuity. The sequential development of academic skills at each school level should, therefore, be related to the unit being explored and have continuous, practical application. The chronological, social, and mental age ranges characteristic of EMR classes necessitate this kind of planning by individual teachers as well as by the

several teachers who will be responsible for the pupils as they progress through elementary, junior, and senior high schools.

In attempting to implement the ideas expressed in this section of the course of study and graphically represented by this curriculum model, there are certain practices which teachers should consider and, wherever possible, utilize. These practices must find expression both in and outside the classroom.

1. We must spend instructional time wisely, selecting only content which has purpose and meaning to the day-to-day life and experiences of our pupils.
2. We must teach our pupils in situations which mediate transfer of learning. This can only be done by relating subject matter to life and by bringing into the classroom activities which allow pupils to apply as they learn.
3. We must adapt instruction to what specialists in diagnosis have told us about the abilities and disabilities of each pupil. This can only be done by selecting instructional materials and methods on an individual pupil basis.
4. We must seek more realistic groupings for teaching purposes. This implies a social prognosis in addition to our present educational prognosis. This also implies some rethinking regarding terms for classifications.
5. We must evaluate our pupils' progress by putting them in real or closely simulated situations of the type in which we expect them to succeed each

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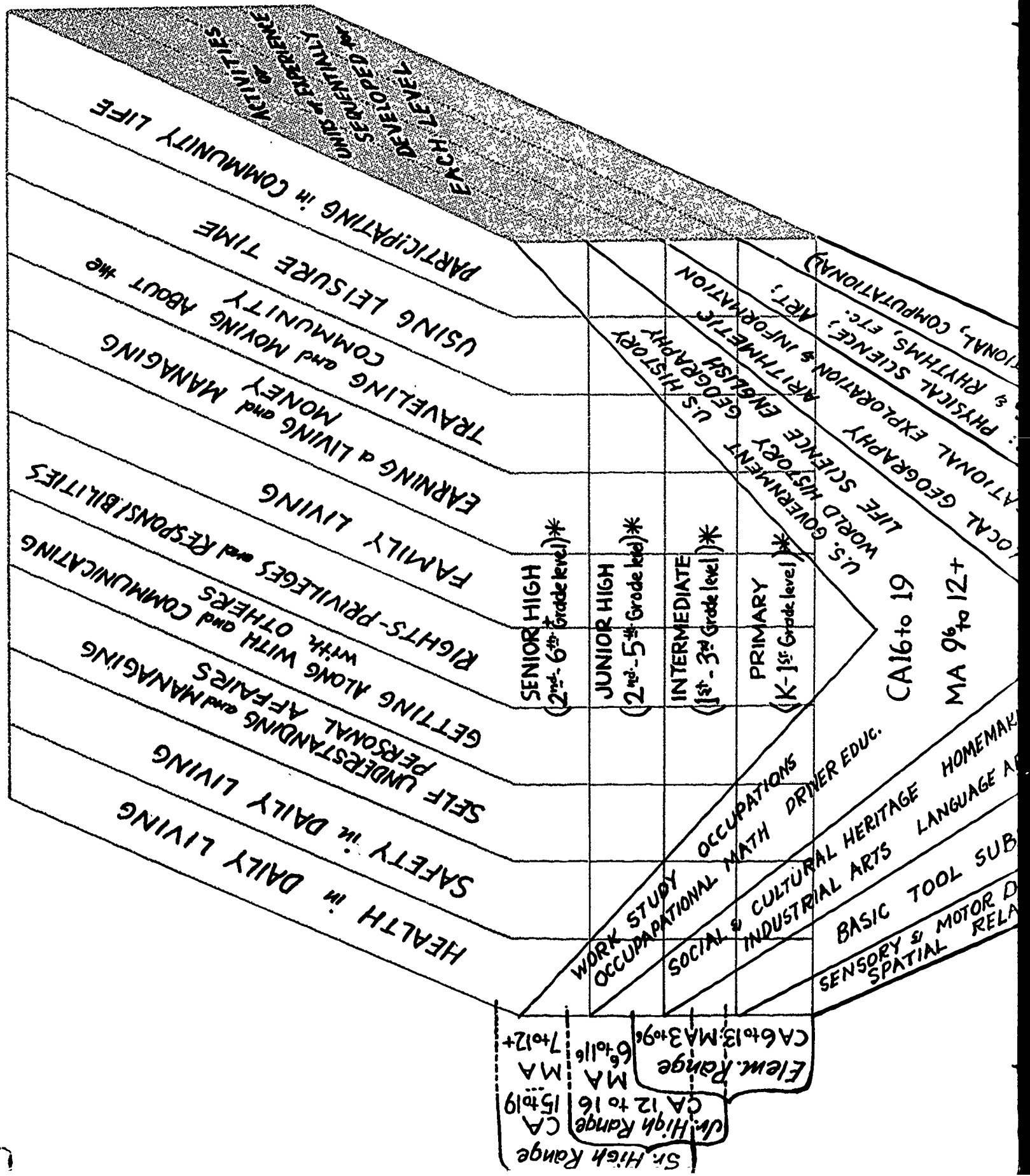
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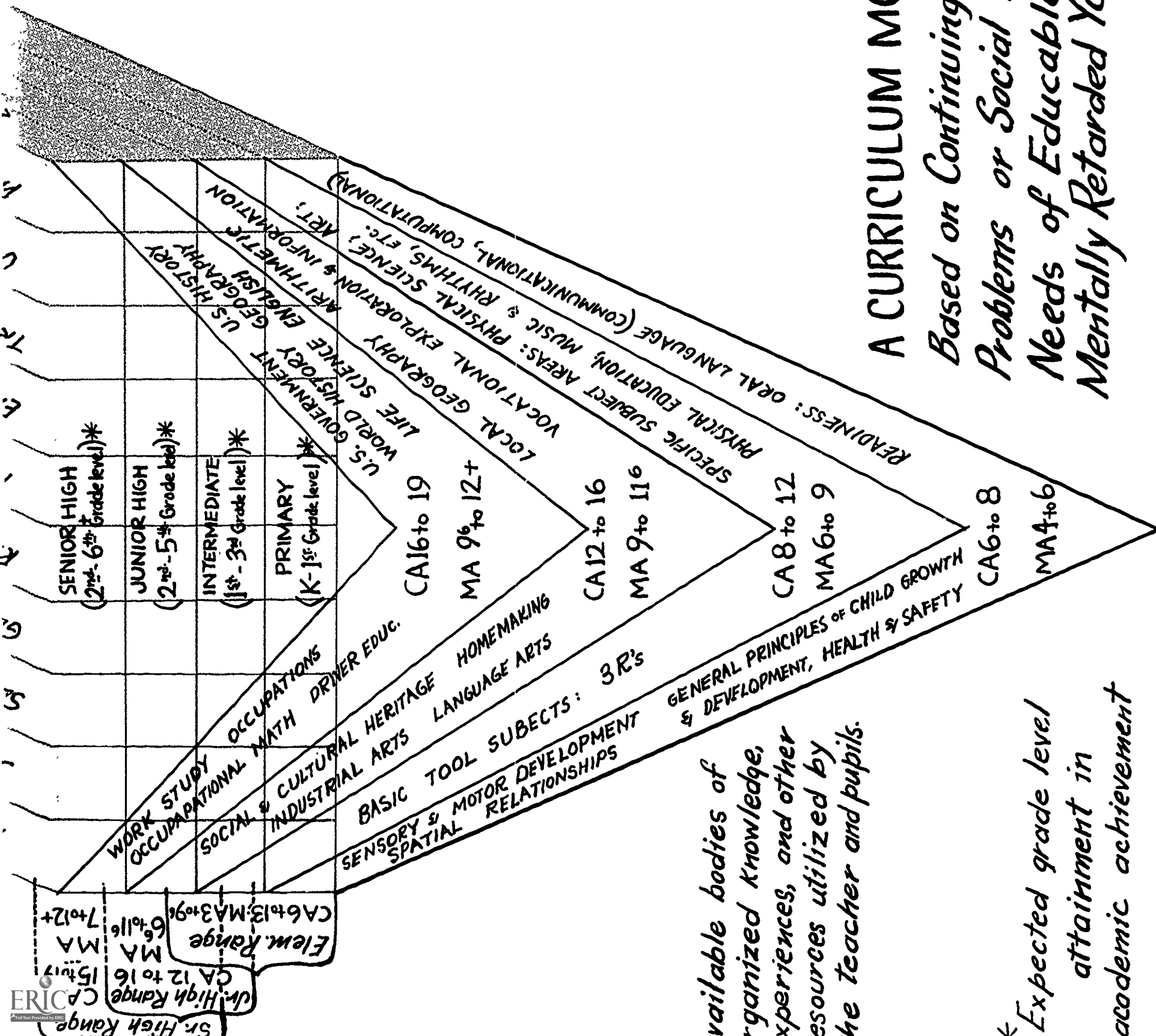
day and after leaving school--and then observe and evaluate their behavior to see how they are progressing. This means familiarity on the part of the teacher with the out-of-school life of the pupils and work experience in realistic jobs for most pupils before they leave school.

6. We must teach practical skills and knowledges and, what is even more difficult, habits and attitudes.

7. This means we must teach pupils not only to do the job but to have the desires and attitudes and abilities to get and hold a job. We must teach and give opportunities for pupils to demonstrate, if possible, such things as: the right clothes to wear; how to care for clothes; how to get a job; how to get there; when to get up; how to pack a lunch; what is sickness and how ill should they be to stay home; how to relate to the boss; how to handle kidding; what to do after work; what wages to ask for; why they may be fired; when to quit; how to quit; where to go for help; what community services are available and how to get there; insurance and compensation benefits, etc.

To the educable mentally retarded, we must teach the basic facts of life and how to cope with and handle successfully the problems they will encounter. These experiences they must have in school. This is what this course of study, a curriculum, methods, and materials for teaching the mentally retarded is all about and the only way our program can be justified.





A CURRICULUM MODEL Based on Continuing Life Problems or Social Life Needs of Educable Mentally Retarded Youth

available bodies of
organized knowledge,
experiences, and other
resources utilized by
the teacher and pupils.

Expected grade level
attainment in
academic achievement

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I. HEALTH IN DAILY LIVING

Each educable mentally retarded pupil should be encouraged to appreciate the fact that good health habits can contribute materially to the joy of living and to his potential vocational success.

Appropriate health habits are based upon self-help and personal cleanliness. Such habits must be taught and practiced. These pupils must learn about the body structure and functions--how to recognize simple symptoms that indicate a need for medical attention, and how to find this attention, including the use of community services.

Each educable mentally retarded pupil should learn about

the practical roles of dentist, optician, pharmacist, the clinic and the hospital.

Rest, recreation, exercise, and their relationship to physical fitness.

Instruction should be given on alcohol, and drugs and their effects.

Opportunities must be provided for pupils begin to learn about the requirements for healthful living.

I. HEALTH IN DAILY LIVING

ould be encouraged
habits can contrib-
to his potential

the practical roles of the medical staff--nurse, medical doctor,
dentist, optician, psychiatrist, etc., and the differences between
the clinic and the hospital.

self-help and
be taught and
t the body struc-
ple symptoms that
nd how to find
munity services.

Rest, recreation, exercise, and balanced diets and their relation-
ship to physical fitness should be stressed.

Instruction should be given regarding the bad effects of tobacco,
alcohol, and drugs on the body.

ould learn about

Opportunities must be provided to reform health habits as the
pupils begin to learn more details about the basic body functions
and requirements for maintaining good health.

2--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Body Parts and Functions	<p>identify--</p> <p>body, skin, head, face, eyes, ears, nose, mouth, teeth, lips, tongue, hair, arms, hands, finger, thumb, fingernails, legs, feet, toes</p> <p>know correct terms concerned with elimination</p>	<p>identify--</p> <p>bones, muscles, stomach, intestines, lungs, heart, blood</p>	<p>identify and understand body systems:</p> <p>respiratory, reproductive, digestive, nervous, circulatory, glandular</p>
B. Health Guidance in Sex Education*	<p>be able to identify oneself as a boy or a girl, and begin to understand their roles in social behavior</p> <p>know that some animals hatch from eggs and some develop inside body of mother</p>	<p>appreciate and emulate the roles of masculinity and femininity</p> <p>demonstrate behavior appropriate for male or female students in variety of school and other social settings</p> <p>understand how animal babies come to be born and how this is much like the process of human birth</p> <p>understand egg cell is basic to new life</p>	<p>respect differences between boys and girls and adjust to circumstances</p> <p>menstruation factors of puberty</p> <p>be aware that animals need certain amounts of time to be born</p> <p>understand the reproductive system and how it can be protected without embarrassment</p>

*Alameda County School Department, "Teaching Units on Family Health," 1963.
 Glen Cove School District, Glen Cove, New York, "Getting Started," pamphlet, 1967.

Intermediate Level

Junior High Level

Senior High Level

ing d-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	identify-- bones, muscles, stomach, intestines, lungs, heart, blood	identify and begin to understand body systems-- respiratory reproductive digestive nervous circulatory glandular	have a basic understanding of the function of various body parts and systems
on- ion			
one- rl, and l	appreciate and emulate the roles of masculinity and femininity demonstrate behavior appropriate for male or female students in variety of school and other social settings	respect differences between boys and girls and adjust to special circumstances such as menstruation and other factors of pubescence	understand the nature and function of human repro- ductive systems and their relationship to social customs
s some of	understand how animal babies come to be born and how this is much like the process of human birth understand egg cell is basic to new life	be aware that different animals need different amounts of time to be born understand that repro- duction and reproductive systems can be discussed without embarrassment	understand that each per- son's unique heredity is determined at the time of fertilization
its on Family Health," 1963. s, "Getting Started," pamphlet, 1967.			

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
B. Health Guidance in Sex Education (continued)		understand that egg cell does not develop into baby by itself-- role of father	approach of the system female purpose
	understand that human baby develops inside body of mother	understand that some animals are born through a special opening in mother's body	
	understand babies get milk from mother's breasts by nursing	begin to understand role of sex glands at puberty, and the physical and emotional changes they bring	
		understand menstruation occurs as a natural part of a girl's growing up	
		understand seminal emissions occur as a natural part of a boy's growing up	
		understand that although nature readies our bodies for reproduction at puberty, several years more are needed to prepare for parenthood responsibilities	

Level	Intermediate Level	Junior High Level	Senior High Level
following understanding:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand that egg cell does not develop into baby by itself--role of father	appreciate the nature of the reproductive systems of male and female according to the purposes served	
human inside	understand that some animals are born through a special opening in mother's body	→	→
ies get er's sing	begin to understand role of sex glands at puberty, and the physical and emotional changes they bring	→	understand mental and physical changes that occur in each sex as growth and maturation take place
	understand menstruation occurs as a natural part of a girl's growing up	→	understand value of wholesome family life attitudes as reflected in responsible adult behavior
	understand seminal emissions occur as a natural part of a boy's growing up	→	
	understand that although nature readies our bodies for reproduction at puberty, several years more are needed to prepare for parenthood responsibilities	→	

4--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
B. Health Guidance in Sex Education (continued)	recognize signs of love and devotion in family understand the naturalness of boy-girl friendships	appreciate importance of mutual love and consideration in family	learn meaningful behavior and family
C. Cleanliness and Grooming	be aware of desirability of daily bath be aware of importance of personal hygiene	<u>Daily Bathing</u> practice desirable habits of daily bathing, using-- wash basin tub shower use deodorant properly	shower properly physical class activities use deodorant initiative change undergarments understand importance of being clean apply cosmetics and in good taste

Intermediate Level

Junior High Level

Senior High Level

ng -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ove y l- nd-	appreciate importance of mutual love and consid- eration in family	learn meaning of respon- sible behavior in peer and family groups	be aware of acceptable and unacceptable ways of show- ing emotions

Daily Bathing

ity	practice desirable hab- its of daily bathing, using-- wash basin tub shower	shower properly follow- ing physical education class activities	recognize need for bath or shower
	use deodorant properly	use deodorant on own initiative	bathe or shower whenever necessary
		change underwear regularly	use deodorant effectively
		understand social importance of being clean and neat	
		apply cosmetics with care and in good taste	

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll

C. Cleanliness and Grooming (continued)

Hair Care

comb and brush hair	shampoo hair regularly	recc of h recc of h set avoi in p
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Dental Care

begin to brush teeth regularly	be aware of the importance of diet to sound teeth	recc meti mou+
	be aware of the importance of one's permanent teeth	
be aware of necessity for dental checkups	be aware of causes of decay and ways of preventing decay	avoi con suga

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Hair Care

h hair	shampoo hair regularly	recognize need for care of hair and scalp recognize various types of hair styles set or arrange own hair avoid wearing curlers in public	recognize need for haircut and assume initiative for having it cut be aware of appropriate hair styles for different occasions
--------	------------------------	--	---

Dental Care

h teeth	be aware of the impor- tance of diet to sound teeth be aware of the impor- tance of one's permanent teeth	recognize need and method for use of mouthwash	practice good oral hygiene
necessity for ps	be aware of causes of decay and ways of pre- venting decay	avoid excess sweets containing refined sugar	recognize need for and seek attention: cleaning, filling extraction oral surgery dentures

6--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
C. Cleanliness and Grooming (continued)		<u>Care of Hands and Fingernails</u>	
	wash hands before eating	recognize need for washing hands whenever they are soiled, particularly before preparing food	wash hands as necessary, on time
	wash hands after using bathroom	avoid chapped hands by drying thoroughly	apply hand lotion as needed to keep soft
	clean fingernails		shape fingernails, file and keep proper length
			use cuticle scissors correctly to remove hangnail or to trim broken nail
		<u>Care of Feet and Toenails</u>	
	recognize need for keeping feet clean	recognize the need for wearing clean stockings	wash tennis shoes and other shoes regularly to prevent odor
		recognize danger of going barefoot in places where feet may be injured	be aware of comfort between proper shoes and stockings for foot comfort and health

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Care of Hands and Fingernails

recognize need for washing hands whenever they are soiled, particularly before preparing food

avoid chapped hands by drying thoroughly

wash hands as often as necessary, on own initiative

apply hand lotion as needed to keep hands soft

shape fingernails with file and keep appropriate length

use cuticle scissors correctly to remove hangnail or to correct broken nail

be aware of solutions available for removing heavy soils and stains

apply fingernail polish neatly and in good taste

remove polish that is scuffed or worn or out of keeping with costume

Care of Feet and Toenails

recognize the need for wearing clean stockings

recognize danger of going barefoot in places where feet may be injured

wash tennis shoes and air other shoes regularly to prevent odor

be aware of connection between proper fit of shoes and stockings, and foot comfort and health

understand the need for wearing shoes that give adequate support to reduce fatigue, especially while on the job

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

seek adult attention for
care of blisters, cuts,
etc.

know first-aid procedure
for caring for blisters,
cuts, ingrown nails,
etc.

trim toenails regularly
with appropriate
scissors

Care of Eyes, Ears, and Nose

lead to
relief or
relieve when

keep tissues available
and use on own initiative

the impor-
tant foreign
of nose,
mouth

wash ears correctly when
bathing

avoid prolonged loud
sounds

when prescribed, wear
eyeglasses faithfully

be aware of dangers to
eyes in use of eye
cosmetics, hair sprays,
etc.

select earrings appro-
priate to the occasion

be aware of avail-
ability of shatter-
proof lenses for use
in sports

8--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous level as needed and add the following:
C. Cleanliness and Grooming (continued)		<p>clean eyeglasses correctly</p> <p>exercise care when wearing, handling, or storing glasses</p>	<p>avoid wearing jewelry for pierced ears in physical education classes and sports</p> <p>understand the importance of these organs</p> <p>understand the importance of the fact that these organs are internal and that proper care and safety is essential</p>
		<u>Clothing</u>	
	recognize the desirability of keeping clothes clean and neat	begin to be effective in remaining clean and neat	<p>be aware that cleanliness and neatness are more important than quantity of clothing</p> <p>help at home with clothing--</p> <p>ironing</p> <p>mending</p> <p>washing</p> <p>putting in place</p>

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
clean eyeglasses correctly	avoid wearing earrings for pierced ears during physical education classes and other active sports	
exercise care when wearing, handling, or storing glasses		
	understand the functions of these organs	relate the significance of eyes, ears, and nose to the total development of the individual
	understand the importance of the fact that these organs are irreplaceable and that proper care and safety is essential	be aware that the eyes, ears, and nose are least protected of all vital organs; stress safety
<u>Clothing</u>		
begin to be effective in remaining clean and neat	be aware that cleanliness and neatness are more important than quality of clothing	be aware of effect of one's wardrobe on others
	help at home to care for clothing-- ironing mending washing putting in proper place	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n d fol
C. Cleanliness and Grooming (continued)	<p>dress appropriately for the weather, as for rain, cold</p> <p>hang up outer clothing upon removal in order to keep clean and neat</p> <p>put shoes in proper place; e.g., closet, under bed, etc.</p> <p>put shoes on correctly; e.g., right and left</p>	<p>select clothing appropriate for occasion-- school, sports, church, party</p> <p>choose appropriate combinations of garments</p> <p>clean and shine shoes</p> <p>keep shoelaces tied</p> <p>avoid excessive scuffing and wearing from dragging, kicking, etc.</p>	<p>brush to i f</p> <p>be a p prop and c</p> <p>avoid that wash</p> <p>c n</p>

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- als:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ately for as for	select clothing appro- priate for occasion-- school, sports, church, party choose appropriate combinations of garments		
clothing in order to d neat		brush clothing as needed to improve appearance	
proper closet, c.	clean and shine shoes	be aware of concept of proper style of shoes and and stockings avoid wearing stockings that need mending or washing	choose footwear appro- priate to activity have shoes repaired when appropriate and necessary for appearance and thrift
correctly; ad left	keep shoelaces tied avoid excessive scuffing and wearing from drag- ging, kicking, etc.		

10--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
D. Nutrition	<p>develop good eating habits--</p> <p>eat regularly</p> <p>eat what is served--</p> <p>avoid waste</p> <p>chew food thoroughly</p> <p>eat slowly</p> <p>know sequential order of meals and specific foods associated with them</p> <p>recognize the importance of certain foods for good health</p> <p>begin to organize foods into categories</p> <p>wash fruit and vegetables before eating</p> <p>store various kinds of foods with some assistance</p>	<p>try new foods</p> <p>know appropriate foods for meals</p> <p>understand the nutritional value of certain foods</p> <p>know food groups</p> <p>plan snacks and simple meals</p> <p>prepare snacks and simple economic meals</p> <p>recognize foods that need refrigeration, dry storage, closed containers</p>	<p>be aware of the effects of overeating; dieting</p> <p>understand the importance of a balanced diet</p> <p>prepare a meal with some supervision</p> <p>store foods to maintain freshness; recognize and dispose of spoiled foods</p>

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	try new foods		
	know appropriate foods for meals		
es	understand the nutritional value of certain foods	be aware of the dangers of overeating and under-eating; dieting	be aware that emotional stress affects diet
od	know food groups	understand the concept and importance of a balanced diet	understand the importance of medical advice and help in dieting
es	plan snacks and simple meals		
	prepare snacks and simple economic meals	prepare a meal, with some supervision	prepare a meal with little or no supervision
	recognize foods that need refrigeration, dry storage, closed containers	store foods to maintain freshness; recognize and dispose of spoiled foods	maintain sanitary conditions in the kitchen

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as required following:
E. Rest and Sleep	rest after physical exertion	recognize signs of fatigue	
	relax in various ways; e.g., head on desk, listening quietly, lying down, napping	easy pleasure reading being aware of over-exertion, change to quiet activity	relaxation be a subs and pill
	be aware of need for adequate sleep	begin to assume responsibility for acquiring adequate sleep	
		recognize healthful sleeping conditions-- clean, comfortable bed, comfortable sleepwear, fresh air--quiet	recommend the healthful condition
F. Prevention and Control of Disease	be aware that regular health check-ups (medical and dental) are important	cooperate willingly in getting health check-ups and in following directions of medical personnel	recommend aspects of check

HEALTH IN DAILY LIVING-- 11

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ysical	recognize signs of fatigue		
ous ways; desk, etly, ly- ping	easy pleasure reading being aware of over- exertion, change to quiet activity	relax during breaks be aware of dangers of substitutes for sleep and rest; e.g., coffee, pills, etc.	relax during regular work breaks rest sufficiently to maintain health
eed for p	begin to assume respon- sibility for acquiring adequate sleep recognize healthful sleeping conditions-- clean, comfortable bed, comfortable sleepwear, fresh air--quiet	recognize and respect the the needs of others for healthful sleeping condi- tions	maintain healthful sleeping conditions
, regular ups (medical re important	cooperate willingly in getting health check-ups and in following direc- tions of medical person- nel	recognize the preventive aspects of regular health check-ups	assume initiative in obtaining regular health examinations

12--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
F. Prevention and Control of Disease (continued)	be aware of importance of following directions of medical personnel		understand the importance of maintaining health (as indicated in the following sections) be a happy, active contributor to work
	identify the role of doctor, nurse, dentist		
	take medication only under supervision of an adult	use caution in the use of medication	know dangers of medication
	be aware of importance of not sharing personal items such as food, gum, eating utensils, clothing	avoid sharing personal items including, brush, comb, toothbrush	understand the importance of not sharing personal items
	be aware that one does not eat foods which have dropped to the ground or floor or have been discarded, or foods which have a "bad" odor	avoid eating spoiled or contaminated foods	understand the importance of avoiding contaminated foods which cause illness
	be aware of immunizations	understand that immunizations help prevent illness	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand the importance of maintaining general health (as in the preceding sections A-D) as contributory to remaining happy, active, and able to work	assume responsibility for maintaining general health, and in following directions of medical personnel
use caution in the use of medication	know dangers of self-medication	
16 avoid sharing personal items including, brush, comb, toothbrush	understand reasons for not sharing personal items	
17 avoid eating spoiled or contaminated foods	understand that eating contaminated foods can cause illness	
18 understand that immunizations help prevent illness		

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed and follow:
F. Prevention and Control of Disease (continued)	<p>be aware of the existence of disease carriers</p>	<p>know that some diseases are communicable; know names of some common communicable diseases</p> <p>know some ways to avoid disease carriers</p> <p>avoid use of tobacco, alcohol, or drugs</p>	<p>know social</p> <p>understand and administer medicine</p> <p>be aware of use</p>
G. Community Health	recognize and begin to understand role of school nurse, milkman, refuse collector	<p>understand the roles and appreciate the relationship to community health of--</p> <p>school nurse doctor dentist milkman refuse collector street cleaners</p> <p>hospital clinic</p>	<p>well emergency</p>

HEALTH IN DAILY LIVING-- 13

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	know that some diseases are communicable; know names of some common communicable diseases	know names of some social diseases	know some ways diseases are communicated and how to avoid them
the exist- se	know some ways to avoid disease carriers		
	avoid use of tobacco, alcohol, or drugs	understand that drugs and narcotics should be administered only by medical personnel	know some factual infor- mation about legal use of tobacco, drugs, alcohol, and avoid illegal or excessive use
		be aware of hazards in use	
begin to le of school n, refuse	understand the roles and appreciate the relation- ship to community health of--	→	→
	school nurse doctor dentist milkman refuse collector street cleaners	welfare agencies emergency hospitals	health and welfare plans, public and private
	hospital clinic		

14--HEALTH IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
H. Physical Fitness		<u>Posture</u>	
	stand and sit correctly with some reminding	understand the relationship between good posture and appearance, fatigue, etc.	recognize common and results of posture
		<u>Exercise--Motor Activities</u>	
	participate in activities which promote skill in locomotion-- walking, running, jumping, hopping, leaping, skipping, sliding, galloping	→ organized games	→ indoor, outdoor
	participate in activities which promote skill in proper use of body in work and play-- lifting, carrying, climbing, hanging, pushing, pulling	be aware of proper methods for-- lifting, carrying, climbing, hanging, pushing, pulling	practice proper use of-- lifting, carrying, climbing, hanging, pushing, pulling

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Posture

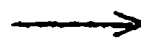
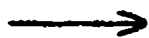
understand the relationship between good posture and appearance, fatigue, etc.

recognize common causes and results of poor posture

relate good posture to appearance and maintain good posture

Exercise--Motor Activities

es



organized games

indoor, outdoor sports

team play

be aware of proper methods for--
lifting, carrying,
climbing, hanging,
pushing, pulling

practice proper methods of--
lifting, carrying,
climbing, hanging,
pushing, pulling

employ proper methods of--
lifting, carrying,
climbing, hanging,
pushing, pulling
to occupational activities

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
H. Physical Fitness (continued)	<p>participate in activities which promote skill in coordination--</p> <p>stopping, dodging, tossing, throwing, catching, kicking, hitting</p> <p>rhythmic activities</p> <p>simple exercises</p>	<p>apply previously learned skills in coordination to various games</p> <p>square dancing, folk dancing</p> <p>calisthenics</p>	

HEALTH IN DAILY LIVING-- 15

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- ards:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
activities skill in	apply previously learned skills in coordination to various games	→	
dging, owing, cking,			
ivities	square dancing, folk dancing	social dancing	
ises	calisthenics		

II.. SAFETY IN DAILY LIVING

Good safety habits should be established and reinforced as a continuous phase of the program for educable mentally retarded youth. An awareness of safety must enter into most areas of living since the individual's welfare and survival are directly related to his attention to safety.

A good attitude toward safety is an outgrowth of basic safety habits learned at the primary and intermediate levels. These children need to be taught how to exercise safety procedures at home, at school, on the street, and in the community (including on-the-job safety).

They should learn the difference between being safe and

being cowardly, fear

They must learn to
how to cope with
stand that the con
which they can cal
themselves and the

They need to know
selves or some oth
to do while await

They should develo
of safety signs an

II.. SAFETY IN DAILY LIVING

d and reinforced as
ducable mentally
must enter into most
welfare and survival
o safety.

growth of basic
d intermediate
ht how to exercise
n the street, and
safety).

n being safe and

being cowardly, fearful, or timid.

They must learn to recognize danger areas, potential dangers, and how to cope with them. It is important for these pupils to understand that the community has safety standards, laws, and resources which they can call upon to insure the safety and protection of themselves and their families.

They need to know what to do in case of an accident involving themselves or some other person, such as how to get assistance and what to do while awaiting help.

They should develop the ability to recognize and understand a variety of safety signs and symbols.

18--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed and following:
A. Safety at School		<u>In the Building</u>	
	walk in halls, on stairs, and in classroom	be aware of reasons for various rules pertaining to movement in the building	observe hall rules
	be aware of danger of running and shoving in halls		
	avoid walking close to doors and walls		
	open and close doors with caution		
	use hand tools properly and safely		use power to and safely-- workshop shop homemaking
	be aware of safe methods of carrying tools, such as how to carry scissors	transport tools and equipment safely	
	observe proper conduct during fire drills and emergency drills	recognize seriousness of fire and emergency drills and respond appropriately	
	take turns in games, at drinking fountains, etc., to avoid accidents	observe a personal code of safe conduct in cafeteria, auditorium	→ in counsel library, c
	keep feet out of aisle		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>In the Building</u>		
3, be aware of reasons for various rules pertaining to movement in the building	observe hall patrol rules	assume responsibility for own conduct in buildings
	use power tools properly and safely-- workshop shop homemaking	use power tools properly and safely in school and on the job
3 transport tools and equipment safely		
recognize seriousness of fire and emergency drills and respond appropriately		
3 observe a personal code of safe conduct in cafeteria, auditorium	→ in counseling suite, library, offices	→ throughout total school facility

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
A. Safety at School (continued)		resist taunts and dares which may result in injury	di be co fe
		avoid teasing or horse-play which may result in injury to oneself or to others	
	begin to recognize and avoid safety hazards	begin to report safety hazards	
		<u>Outside the Building</u>	
	begin to know safe areas for various types of play	remain in safe areas for various types of play	se va ti
	obey simple rules associated with safety at play	avoid such dangers as pushing, shoving, kicking, and other rough play	ob all
	begin to recognize and observe proper use of play equipment		
	follow designated safety rules of the school		ob af su cu

SAFETY IN DAILY LIVING-- 19

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	resist taunts and dares which may result in injury	discriminate between being safe and being cowardly or overly fearful	project safety attitudes to situations involving-- motor vehicles electricity machinery firearms sports, etc.
	avoid teasing or horse- play which may result in injury to oneself or to others		
recognize and hazards	begin to report safety hazards		
<u>Outside the Building</u>			
safe areas types of play	remain in safe areas for various types of play	seek safe areas for various types of activi- ties	
rules associ- ated with play	avoid such dangers as pushing, shoving, kick- ing, and other rough play	observe safety rules in all activities	
recognize and use of		→ athletic equipment	
established safety rules in school		observe safety rules in after-school activities such as OAL extra- curricular	

20---SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
A. Safety at School (continued)	take turns and share playground equipment		<p>→ athletic equipment space</p> <p>protect vital from injury during sports</p>
B. Safety on the Street		<u>Personal</u>	
	be aware of dangers of accepting rides, candy, or money from strangers	refuse to accept rides, candy, or money from strangers	recognize danger in being
	know what to do when approached by strangers-- tell parent or teacher walk away	write down license number in the dirt, on paper report to parents or teacher	report to nearest authority
	know dangers of wandering alone without an adult	avoid wandering alone without an adult	recognize the danger of wandering after dark
	recognize own house and block	know full name, address, and phone number	
	when lost, ask a policeman for assistance; never ask a stranger on the street for help	make inquiries of bus driver, storekeeper, service station attendant	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

→
athletic equipment and space

protect vital body parts from injury; i.e., during sports

Personal

refuse to accept rides, candy, or money from strangers

recognize dangers inherent in being accosted

learn to respond appropriately to and to repel improper advances

write down license number in the dirt, on paper
report to parents or teacher

report to nearest authority

avoid wandering alone without an adult

recognize the dangers of wandering alone after dark

know full name, address, and phone number

make inquiries of bus driver, storekeeper, service station attendant

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
B. Safety on the Street	be aware of danger in playing with strange animals	refrain from playing with strange animals	

Pedestrian

never run out into the street

know about signal lights--
red means stop
yellow means caution--
wait
green means go--cross
with green

in crossing the street,
use marked crossways at
controlled intersections

wait until safe; cross
at crosswalk or in safe
place at the corner

if there is no signal
light, look both ways
and wait until it is
safe to cross

obey school traffic squad

observe and obey common
signs, such as for
traffic, railroad,
construction

Primary Level	Intermediate Level	Junior High Level	Senior High Level
the following understand-skills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

danger in h strange	refrain from playing with strange animals
------------------------	--

Pedestrian

ut into the

signal lights--
stop
ans caution--

ns go--cross
een

the street, crossways at intersections	wait until safe; cross at crosswalk or in safe place at the corner
--	--

no signal
both ways
til it is
ss

understand and practice
rules related to pedes-
trian safety

traffic squad

obey common
as for
ilroad,
n

22--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Safety on the Street (continued)	<p>respect property rights of others--</p> <p>use sidewalks</p> <p>stay off lawns and out of streets</p> <p>walk facing oncoming traffic when there is no sidewalk</p>		<p>wear something color at night</p>
		<u>Vehicular</u>	
	use tricycles, wagons, scooters, skates on sidewalks and playgrounds	learn safety rules for riding a bicycle and skateboard	observe safety all uses of vehicles
	begin to observe basic safety rules for getting on, riding, and getting off buses, cars, and public vehicles		understand dangers related to illegal use of motorized vehicles
C. Safety in the Home		<u>Related to Fire</u>	
	be aware of danger in playing with matches, fire, gasoline	observe safe methods in handling matches	observe safe practices working near fire such as while

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

wear something light in
color at night

Vehicular

learn safety rules for
riding a bicycle and
skateboard

observe safety rules in
all uses of vehicles

know and abide by laws and
safety rules for the
operation of--
motorcycle
scooter
power bike
automobile

understand dangers
related to illegal
use of motorized
vehicles

understand and practice
rules related to safe
driving

Related to Fire

observe safe methods in
handling matches

observe safe methods of
working near a fire
such as while cooking

observe safety rules in
the handling of gasoline

	Primary Level	Intermediate Level	Junior Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
C. Safety in the Home (continued)	keep safe distance from open fires and heaters		take when trash
		be aware of common causes of fires-- use of candles faulty electrical wiring gas leaks	spec smo.
	in case of fire leave the house and run for help	never re-enter a burning building	know small fire
	seek help from neighbors or friends	→	in case avail number ment call
			know fire how to

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
distance from and heaters		take proper precautions when smoking, burning trash, ironing, etc.	
	be aware of common causes of fires-- use of candles faulty electrical wiring gas leaks	→ spontaneous combustion smoking in bed	→ smoking around gasoline
fire leave the for help	never re-enter a burning building	know how to smother a small fire or use fire extinguisher	have basic knowledge of fire fighting equipment and methods
from neighbors	→	in case of fire have available the telephone number of fire depart- ment and know when to call to report a fire know location of nearest fire alarm box and know how to activate	 understand rudiments of electrical systems and their potential hazards

24--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High L.
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add following:
C. Safety in the Home (continued)		<u>General Household Safety</u>	
	begin to know correct ways to use home appliances	operate home appliances properly	read and observe tions for proper appliances
	use correct method of connecting or disconnecting electrical cords	remove electrical cord properly when finished with appliance	
	be aware of dangers of wet or damp hands or feet when using electrical appliances		
	be aware of dangers associated with home gas appliances	be aware of pilot light	be able to light light and adjust
	keep hands out of and away from moving parts, such as-- mixers garbage disposals washing machines		
	never play in discarded iceboxes, trunks, refrigerators, or the like	report to adult the presence of discarded icebox, trunk, refrigerator or the like	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

General Household Safety

operate home appliances properly

read and observe directions for proper use of appliances

know and observe correct use of a wide variety of home appliances

remove electrical cord properly when finished with appliance

met
then

be aware of pilot light

be able to light pilot light and adjust flame

call proper public utility office for emergency service

report to adult the presence of discarded icebox, trunk, refrigerator or the like

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as r foll
C. Safety in the Home (continued)	<p>avoid playing with plastic bags</p> <p>identify and avoid household cleaning materials--bleach, poisons, lye, sprays, cleaning fluids, etc.</p> <p>handle correctly such sharp objects as knives, forks, scissors</p> <p>store toys, games, and other objects to avoid tripping or falling over them (never leave on stairway)</p> <p>know safe ways to reach when objects are out of reach, or get adult assistance</p> <p>avoid handling firearms, firecrackers, detonator caps, or bullets</p>	<p>understand danger connected with playing with plastic bags</p> <p>use household cleaning materials only under supervision</p> <p>never taste or otherwise use liquids or powders in unmarked containers</p> <p>when objects are inaccessible, use proper equipment such as stools, stepladders</p>	<p>prop of u</p> <p>ider use</p> <p>be a inju the or i harm</p> <p>oper sion</p> <p>be haza made</p>

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- skills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
g with plas-	understand danger con- nected with playing with plastic bags	properly store or dispose of unused plastic bags	
avoid house- g materials-- isons, s, luids, etc.	use household cleaning materials only under supervision never taste or other- wise use liquids or powders in unmarked containers	identify and learn proper use of cleaning materials be aware that serious injury may result from the improper storage or identification of harmful substances	when storing harmful substances, see that container is clearly labeled
ctly such s as knives, ors			
games, and s to avoid falling over leave on			
ys to reach are out of t adult	when objects are inacces- sible, use proper equip- ment such as stools, stepladders	operate and use exten- sion ladder with care	
ng firearms, , detonator lets		be aware of war souvenir hazards, dangers of home- made explosives	

26--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
C. Safety in the Home (continued)		recognize potential hazards and report to parents	report hazards and assist in correction be aware of the dangers of amateur radio
		recognize hazards associated with slippery floors, bathtubs, rugs, dark stairways, and exercise caution	
D. Safety in the Community	identify fire alarm box and know that small children should leave it alone	know location of nearest fire alarm box and know how to activate it	recognize and report hazards such as downed wires, odor of gas, etc.
	recognize and understand "exit" signs in public buildings	recognize and obey posted signs such as-- danger, exit, private, no swimming, do not enter, keep out, high voltage	→ no smoking
	never go swimming alone		

	Intermediate Level	Junior High Level	Senior High Level
3	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	recognize potential hazards and report to parents	report hazards to parents and assist in their correction	recognize and correct simple safety hazards; report others to parents and assist in their correction
	recognize hazards associated with slippery floors, bathtubs, rugs, dark stairways, and exercise caution	be aware of the danger of amateur repairs	
it	know location of nearest fire alarm box and know how to activate it		
		recognize and report safety hazards such as fallen wires, odor of gas, fires, etc.	
nd	recognize and obey posted signs such as-- danger, exit, private, no swimming, do not enter, keep out, high voltage	→ no smoking	be aware of and observe safety rules in any public building or area

SAFETY IN DAILY LIVING--- 23

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- skills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
supervised		confine water activities to supervised areas; obey posted signs and safety rules	practice safety in and about water areas
	do not stay in the water too long without rest		never dive into strange or shallow water
	stay out of the water immediately after eating		
throwing water where immers			
on construc-			practice safety in and about industrial areas; stay away from construc- tion areas
		obey posted signs in parks and recreation areas	know how to build and put out picnic fire in recrea- tion areas
from an of	know sources of help and obtain in case of emergency	know emergency treatment for-- fainting, bleeding, poison, shock, drowning, choking	understand the purpose of first aid as emergency care prior to professional help

28--SAFETY IN DAILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
E. First Aid (continued)			understand that better to do no while awaiting to do the wrong
	do not take things from a medicine cabinet	never swallow pills or liquid medicine without the direction and supervision of an adult	identify simple hold medicines take medicine o directed by an
F. Vocabulary	respond positively to safety commands-- "no," "wait," "stop," "come back"		recognize and u a variety of sa symbols

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand that it is better to do nothing while awaiting help than to do the wrong thing	render first aid in common emergencies-- cuts, bleeding, wounds, shock, poison, burns, fractures, fainting
a never swallow pills or liquid medicine without the direction and supervision of an adult	identify simple household medicines take medicine only as directed by an adult	equip a medicine cabinet handle and administer simple household medicine such as aspirin and cough syrup administer artificial respiration
	recognize and understand a variety of safety symbols	observe safety signs and symbols

III. UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANA

Progress toward self-realization is dependent in part upon the individual's ability to understand himself and to acquire a feeling of personal worth. The educable mentally retarded pupil must be encouraged to recognize and accept his assets and limitations--both physical and mental. An atmosphere must be maintained in the classroom which promotes success in academic as well as social endeavor in order that the individual will gain in self-confidence and be encouraged to make optimum use of his abilities.

It is important that the educable mentally retarded pupil develop a sense of identification as an individual and as a contributing member of his family and peer group. An

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UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

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his abilities.

tally retarded pupil
an individual and as
nd peer group. An

awareness and acceptance of his cultural heritage will contribute
to a more satisfactory self-image. Also, a feeling of independence
should be promoted through the acquisition of the ability to
manage one's personal affairs. The pupil should be encouraged to
do things for himself and to persist in the development of all
self-help skills; to accept responsibility for his belongings and
his actions; to develop the ability to solve problems and make
decisions concerning his activities.

It is also important that retarded pupils gain familiarity with
their ever-expanding physical environment so that they may better
adjust to and live comfortably in the changing physical setting.

30--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
A. Self-Understanding			
1. Me, as a Person	know own first and last name, age, address, and telephone number	write own first and last name, birthday (month, day, year), address, and telephone number	fill out and complete identification
	begin to behave appropriately; adopt appropriate sex role in imitative play	develop interests and behavior consistent with age and sex	understand that in the opposite normal
	begin to be aware of own gross physical characteristics	begin to be aware of own fine physical characteristics	be aware of such characteristics height, weight, strength, sex, race
	begin to accept physical assets and limitations	accept and begin to understand physical self	
		begin to realize that one will change physically	understand and one's changing
	recognize and begin to accept physical handicaps and assets	begin to understand one's physical handicaps and assets	understand and limitations in physical handicaps capitalize on assets

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
write own first and last name, birthday (month, day, year), address, and telephone number	fill out and carry identification cards	understand reasons for carrying personal identification and keeping it current
develop interests and behavior consistent with age and sex	understand that interest in the opposite sex is normal	understand and accept one's sex role
begin to be aware of own fine physical characteristics	be aware of such physical characteristics as-- height, weight, strength, sex, race	
accept and begin to understand physical self		understand and accept physical self
begin to realize that one will change physically	understand and accept one's changing body	
begin to understand one's physical handicaps and assets	understand and accept limitations imposed by physical handicaps and capitalize on physical assets	understand and accept physical handicaps and compensate in an appropriate manner

UNDERSTANDING ONESELF, C

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
A. Self-Understanding (continued)	practice routines connected with physical handicap, such as wearing glasses or braces if prescribed	assume responsibility connected with physical disability such as wearing glasses, braces, etc.	
		recognize that individuals differ in appearance	
	begin to accept mental assets and limitations	begin to understand mental assets and limitations	incl sta of lim
	recognize what one can do independently and what he needs help with	accept the fact that he is in a slow-learning class	rea gran abi
	recognize that there are individual differences among the members of his class	recognize that he can do many things others do in regular classes	
	set realistic short-term goals		set rea
	initiate and carry through simple tasks	begin to move toward goals consistent with own ability	beg pri inte
		work to achieve short-term goals such as becoming room helper, traffic boy, etc.	

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 31

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
lines con- nected with physical disability such as wear- ing glasses, braces, etc.	assume responsibility connected with physical disability such as wear- ing glasses, braces, etc.		
recognize that individ- uals differ in appearance	recognize that individ- uals differ in appearance		
mental limitations	begin to understand mental assets and limi- tations	increase one's under- standing and acceptance of own mental assets and limitations	understand and accept mental assets and limi- tations
one can help and help with	accept the fact that he is in a slow-learning class	realize that school pro- gram is suited to his abilities	
there are differences between his and others of his	recognize that he can do many things others do in regular classes		recognize that he can accomplish much that others can (or cannot) do
short-term		set and work toward realistic goals	understand, establish, and work toward realistic goals
carry out tasks	begin to move toward goals consistent with own ability	begin to develop appro- priate vocational interests	understand that jobs are not equally suitable for all people
	work to achieve short- term goals such as becom- ing room helper, traffic boy, etc.		adjust vocational aims to one's handicaps as well as one's assets

32--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Self-Understanding (continued)	begin to develop positive feelings about self--	begin to demonstrate positive feelings of self-respect--	demonstrate positive feelings of self--through behavior attitudes--
	take pride in accomplishment	take pride in assuming responsibility	see self as ind of worth; begin realize abilities
		take pride in things one can do well	take pride in a personal responsibilities in school, groups
	begin to adjust to failure or disappointment	demonstrate a positive attitude in situations involving failure or disappointment	learn that everyone makes mistakes and that mistakes are useful for further learning
	continue to try after disappointment or failure	try new tasks without fear	approach new task situations with a sense of adventure
	begin to recognize and accept one's cultural heritage	understand and take pride in one's cultural heritage	begin to understand personality--strengths and weak points
	begin to express feelings and reactions in accepted ways	begin to have some understanding of one's feelings	develop some skill understanding and expressing one's feelings
			begin to understand emotions are normal

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to demonstrate positive feelings of self-respect--	demonstrate positive feelings of self-respect through behavior and attitudes--	practice self-respect--
take pride in assuming responsibility	see self as individual of worth; begin to realize abilities	appraise self realistically
take pride in things one can do well	take pride in assuming personal responsibilities in school, home, groups	recognize own areas of competence
demonstrate a positive attitude in situations involving failure or disappointment	learn that everyone makes mistakes and that mistakes are useful to further learning	acquire a feeling of inner satisfaction for work well done
try new tasks without fear	approach new tasks and situations with a sense of adventure	
understand and take pride in one's cultural heritage	begin to understand one's personality--strong and weak points	
begin to have some understanding of one's feelings	develop some skill in understanding and handling one's feelings	express feelings in socially acceptable ways
	begin to understand that emotions are normal	understand that strong emotions are normal under certain circumstances

UNDERSTANDING ONESELF, ONE'S

	Primary Level	Intermediate Level	Junior Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed and follow
A. Self-Understanding (continued)	<p>show respect for parents, teachers, and others in authority</p> <p>accept teasing with good humor</p> <p>direct anger into acceptable outlets</p>	<p>→</p> <p>use self-control over fears and hostilities</p> <p>know that it is important to be happy and pleasant</p> <p>realize that talking to someone helps relieve unhappy feelings</p>	<p>understand respect authority</p> <p>tolerate and not</p> <p>cooperate to unhappy relationships</p>
2. Me and Things	<p>identify things which belong to oneself-- toys, pets, books, clothing, records</p> <p>develop and be aware of preferences for-- games, songs, colors, food, television/radio programs</p>	<p>develop ownership responsibility toward-- personal possessions pets</p> <p>develop preferences for-- sports hobbies</p>	<p>develop for--</p> <p>recreational school musical</p>

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 33

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
For parents, others in	→	understand reasons for respect shown to authority figures	→
dealing with	use self-control over fears and hostilities	tolerate situations and people one does not find enjoyable	exercise patience and understanding toward people and circumstances which are not always satisfying
• into outlets	know that it is important to be happy and pleasant		
	realize that talking to someone helps relieve unhappy feel- ings	cooperate with counselor to understand and correct unpleasant situations or relationships	recognize need for, seek and accept guidance in solving unpleasant situations
things which self--	develop ownership responsibility toward-- personal possessions pets		
ring,			
aware of for--	develop preferences for--	develop preferences for--	develop preferences for--
5, 1, radio	sports hobbies	recreational activities school subjects music	work-type activities

34--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
A. Self-Understanding (continued)	be familiar with-- room rules room duties	understand and gain in ability to adjust to school rules	→
3. Me and Others	identify self as a member of a family--	→	→
	knows names of siblings	knows parents' names	knows names of other family
	begin to recognize one's role as a dependent member		recognize one's role as contributing to interacting with persons and groups
	begin to recognize one's responsibility as a member of a family	begin to assume responsibility as a member of a family in care of personal belongings, grooming, and assigned chores	assume responsibility for assigned chores, grooming, personal belongings
	develop a positive relationship toward peers, teachers, principal, custodian, school nurse, school patrol, cafeteria workers, auxiliary personnel (speech teacher, counselor, etc.), and librarian	maintain a positive relationship toward friends in other grades	

ND MANAGING PERSONAL AFFAIRS

	Intermediate Level	Junior High Level	Senior High Level
g	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand and gain in ability to adjust to school rules	→	→ begin to adjust to work-situation rules (work-study program)
	→	→	
	knows parents' names	knows names of various other family members	
's		recognize one's role as a contributing family member interacting with other persons and groups	
's	begin to assume responsibility as a member of a family in care of personal belongings, grooming, and assigned chores	assume responsibility for assigned chores, personal grooming, personal belongings	assume responsibility for assigned chores, recreation, and daily routine assist in home maintenance, household management, child care and training, and personal health care
a-	maintain a positive relationship toward friends in other grades		→ employer supervisor fellow employees
e,			
ia			
-			
,			

UNDERSTANDING ONESELF, ONE

	Primary Level	Intermediate Level	Jr
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne foll
B. Managing Personal Affairs		<u>At Home</u>	
	learn to dress and undress self-- proper order of clothes button and unbutton handle zippers, hooks, etc. know left shoe from right tie shoestrings	dress and undress self-- select clothing appropriate for occasion	assu seler donni e.g. zippe arra
	hang clothes on hangers	put away own clothing	remo put a
	shine shoes with supervision	shine shoes with little supervision	
	learn to care for self with some supervision and help-- proper toileting habits wash hands and face bathe clean own fingernails and toenails comb and brush hair brush teeth and learn correct method of doing so	care for self without supervision	assun pers relat cal tal sha

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 35

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	<u>At Home</u>		
ss and -- er of unbutton ers, hooks, shoe from rings	dress and undress self-- select clothing appro- priate for occasion	assume initiative in selection and proper donning of clothing; e.g., shirttails in, zippers fastened, ties arranged	practice good grooming and related health habits, and appreciate their relationship to self-respect
on hangers	put away own clothing	remove clothing and put away properly	
with super-	shine shoes with little supervision		
for self ervision	care for self without supervision	assume initiative in personal grooming and related health habits care for self during menstrual period take a shower shampoo and set hair	→ shave self regularly
eting habits and face			
Fingernails ails rush hair n and learn method of			

36--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
B. Managing Personal Affairs (continued)	<p>begin to care for personal belongings--</p> <p>put clothes in proper place after removing</p> <p>put toys away when finished playing with them</p>	<p>begin to assume responsibility for care of personal belongings--</p> <p>put clothing in proper places; e.g., on hangers, in drawers folded, soiled clothes in laundry hamper</p>	<p>assist in maintaining clothing--</p> <p>laundry, cleaning, pressing, brushing, mending</p> <p>assume responsibility for keeping all belongings in proper place when not</p>
	<p>learn correct table manners--</p> <p>proper use of utensils</p> <p>eat neatly</p> <p>use napkin</p> <p>wait until everyone is served</p> <p>use polite phrases such as "please," "thank you," "no thank you"</p> <p>ask for food to be passed</p> <p>take things one at a time instead of grabbing</p>	<p>practice correct table manners</p>	<p>begin to understand good table manners</p> <p>reflect one's own respect as well for others</p>

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to assume responsibility for care of personal belongings--	assist in maintenance of clothing-- laundry, cleaning pressing brushing mending	arrange clothing properly to keep it neat
put clothing in proper places; e.g., on hangers, in drawers folded, soiled clothes in laundry hamper	assume responsibility for keeping all personal belongings in proper place when not in use	keep clothing in good repair
		use coin-operated laundry and dry cleaner
		use commercial dry-cleaning establishment
		have some knowledge of different kinds of materials and their care-- cotton, wool, silk, nylon, orlon, rayon, plastic, leather
practice correct table manners	begin to understand that good table manners reflect one's own self-respect as well as respect for others	

UNDERSTANDING ONESELF, ONE

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne follo
B. Managing Personal Affairs (continued)	associate a time of day with a daily activity	develop concept of the value of time	budge routi stu lei wor

At School

know location and number of classroom, desk	know one's way around school and neighborhood	know oth aud gym sho hor
know location of-- restrooms office nurse's room cafeteria library auditorium		know and comb
know teacher's name	know names of various school personnel-- principal secretary nurse librarian other teachers	know vic cou cus

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 37

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
time of day activity	develop concept of the value of time	budget time for daily routines-- study leisure work	
<u>At School</u>			
1 and number desk	know one's way around school and neighborhood	know location of-- other classrooms auditorium gym shop homemaking	know location of-- all assigned classrooms locker special activity rooms restrooms offices total school facility
1 of--		know location of locker and how to operate combination lock	
s name	know names of various school personnel-- principal secretary nurse librarian other teachers	know the name of the-- vice-principal counselor custodian	know names of various members of school staff-- teachers counselors principal vice-principal nurse secretary librarian custodian

38--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
B. Managing Personal Affairs (continued)	bring lunch/milk money to school without losing it	be responsible for lunch money and bus tickets	assume responsibility for bringing necessary materials such as gym clothes, books and supplies, lunch or lunch money, homework
	follow proper procedure for buying lunch in the cafeteria or for eating own bag lunch		follow proper procedure for using snack in cafeteria
	hang up outer clothing in proper place		store gym clothes in locker so as to maintain neatness
	put on and remove rain gear		take gym clothes regularly to be washed
	learn classroom procedures and carry on activities independently	begin to assume responsibility for arriving at school on time	know class schedule, be regular and in attendance at class, assume responsibility for noting assignments, presenting homework on time

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
be responsible for lunch money and bus tickets	assume responsibility for bringing needed materials such as-- gym clothes books and supplies lunch or lunch money homework	
	follow proper procedure for using snack bar and cafeteria	
	store gym clothes in locker so as to maintain neatness	
	take gym clothes home regularly to be laundered	
begin to assume responsibility for arriving at school on time	know class schedule	
	be regular and punctual in attendance at each class	
	assume responsibility for noting assignments and presenting homework on time	

UNDERSTANDING ONESELF, ONE

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as follows
B. Managing Personal Affairs (continued)	<p>know school procedure for--</p> <p>entering and leaving building</p> <p>bringing excuse for absences</p> <p>know proper entrance and exit</p> <p>be aware of and begin to follow playground rules</p> <p>know meaning of bells</p> <p>know where equipment and supplies are kept--</p> <p>balls</p> <p>jump ropes</p> <p>books</p> <p>papers</p> <p>behave appropriately in the library and treat books with care</p> <p>know where to go for lost articles</p>	<p>observe rules for entering and leaving the building</p> <p>bring excuse from home following absence</p> <p>follow playground rules</p> <p>check out appropriate library books with some assistance and assume responsibility for returning books in good condition, on time</p>	<p>learn of of</p> <p>know and ath men</p> <p>locate library the con</p> <p>in fou</p>

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 39

Level	Intermediate Level	Junior High Level	Senior High Level
Following understand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Procedure leaving	observe rules for enter- ing and leaving the building	learn and observe rules of new school and code of conduct	
Use for entrance and begin playground of bells	bring excuse from home following absence follow playground rules		
Equipment and apt--		know where to find tools and supplies, audio-visual, athletic, and other equip- ment	
Immediately and treat e	check out appropriate library books with some assistance and assume responsibility for returning books in good condition, on time	locate and check out library books; return them on time, in good condition	
go for		inquire at lost-and- found for lost articles	

40--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
B. Managing Personal Affairs (continued)		<u>In the Community</u>	
	know location of-- home school neighborhood store travel to and from school or store independently	move about immediate neighborhood without difficulty-- stores post office	use public bus independently; become familiar with schedules learn the proper use of other facilities such as-- public phone library police station church parks playgrounds other recreational facilities
C. Understanding the Environment		<u>Living Things</u>	
	be aware of the extent of the community of living things-- people plants animals be aware that people, animals, and plants have physical needs-- rest, air, water, food, shelter, elimination	see section I. <u>HEALTH IN DAILY LIVING</u> → reproduction to perpetuate the species	see section I. <u>DAILY LIVING</u> understand that health depends upon satisfaction of physical needs

MANAGING PERSONAL AFFAIRS

Intermediate Level

Continue primary level
as needed and add the
following:

In the Community

move about immediate
neighborhood without
difficulty--
stores
post office

Junior High Level

Continue previous levels
as needed and add the
following:

use public buses inde-
pendently; become
familiar with bus
schedules

learn the proper use
of other facilities
such as--
public phones
library
police station
church
parks
playgrounds
other recreational
facilities

Senior High Level

Reinforce previous levels
and add the following:

know and be able to use
public agency services
when necessary, including
transportation

Living Things

see section I. HEALTH IN
DAILY LIVING

see section I. HEALTH IN
DAILY LIVING

see section I. HEALTH IN
DAILY LIVING

→
understand that survival
depends upon satisfaction
of physical needs

reproduction to per-
petuate the species

UNDERSTANDING ONESELF, C

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cor as fo
C. Understanding the Environment (continued)	<p>identify, in relation to people and other animals--</p> <p>parts of body</p> <p>senses</p> <p>identify animals in relation to categories--</p> <p>pets, work, domestic, zoo, water, insects, birds, fish, reptiles</p>	<p>understand function of various gross body parts and senses</p> <p>relate animals to type of habitat, reproduction, and care of young</p> <p>be aware of contribution of domestic animals--</p> <p>companionship</p> <p>work</p> <p>guardianship</p> <p>food</p> <p>clothing</p> <p>be aware of contribution of wild animals--</p> <p>food</p> <p>clothing</p> <p>understand the necessity for and some ways of conserving domestic and wild animals--</p> <p>feeding</p> <p>protection</p>	<p>unc co par ser</p> <p>—</p> <p>—</p> <p>—</p>

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 41

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- als:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
relation to her ani- ty	understand function of various gross body parts and senses	understand function and conservation of most parts of body and the senses	
als in categories-- oo, ts,	relate animals to type of habitat, reproduction, and care of young		
	be aware of contribution of domestic animals-- companionship work guardianship food clothing	→ pleasure by-products processed goods	understand the relation- ship between animals and the survival and well- being of mankind
	be aware of contribution of wild animals-- food clothing	→ by-products processed goods	
	understand the necessity for and some ways of conserving domestic and wild animals-- feeding protection	→ laws	

42--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
C. Understanding the Environment (continued)	<p>identify categories of plants--</p> <p>trees</p> <p>flowers</p> <p>shrubs</p> <p>fruits and vegetables</p> <p>grains</p>	<p>make simple classification of plants according to categories previously learned; e.g., trees--</p> <p>shade</p> <p>evergreen</p> <p>fruit</p>	<p>identify and classify sub-categories e.g., trees--</p> <p>evergreen--</p> <p>redwood</p> <p>pine</p> <p>fir</p> <p>fruit--</p> <p>apple</p> <p>orange</p> <p>lemon</p>
	<p>identify parts of plants--</p> <p>leaves, roots,</p> <p>stems, blossoms,</p> <p>seeds</p>	→	→
	<p>be aware of some of the growth needs of plants--</p> <p>soil, air,</p> <p>water, sun</p>	→	→
	<p>be aware of some of the benefits derived from plants--</p> <p>food</p> <p>clothing</p> <p>shelter</p> <p>decoration</p>	→	→
	<p>be aware of the need to take care of all kinds of plants</p>	<p>begin to understand how to take care of many kinds of plants</p>	<p>be aware of and laws governing conservation of food wild flowers</p>

D MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
make simple classification of plants according to categories previously learned; e.g., trees-- shade evergreen fruit	identify and classify some sub-categories of plants; e.g., trees-- evergreen-- redwood pine fir fruit-- apple orange lemon	have some understanding of the basic concept of evolution
S-- →	→	plant nursery education-- cultivation care
→	→	
reproduction cultivation		
→	→	
	by-products	
begin to understand how to take care of many kinds of plants	be aware of and observe laws governing the conservation of forests and wild flowers	understand the relationship between plants and the survival and well-being of mankind

UNDERSTANDING ONESELF, ONE

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne folle
C. Understanding the Environment (continued)		<u>Weather and Seasons</u>	
	understand there are four seasons in the year-- spring summer fall winter	know some of the characteristics of the seasons-- spring summer fall winter	under relat sp sur fa win
	identify weather conditions-- fog, ice, snow, rain, wind, clouds, lightening, thunder, rainbow	→ frost hail mist storm	hur dre
	understand that weather affects the way we dress and the way we play	be aware of effect of weather on manner of-- dress recreation work travel	gr he fo
	know that a thermometer is an instrument used to measure temperature	approximate reading of thermometer	adju dres perat fore

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 43

Level	Intermediate Level	Junior High Level	Senior High Level
the following understand- skills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>Weather and Seasons</u>			
There are four the year--	know some of the charac- teristics of the seasons-- spring summer fall winter	understand some of the relationships between-- spring summer fall winter	understand the relation- ship between weather and the way people live-- frigid areas temperate areas tropical (rainy) areas desert (dry) areas mountainous areas
Weather	→	→	
hail, sleet, thunder,	frost hail mist storm	humidity drought	
that weather way we dress we play	be aware of effect of weather on manner of-- dress recreation work travel	→	→
thermometer instrument used to temperature	approximate reading of thermometer	growth health food supply	driving type of shelter economy
		adjust activities and dress on basis of tem- perature and weather forecasts	

44--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
C. Understanding the Environment (continued)	<p>know that "weather forecasts" tell us ahead of time what kind of weather to expect--</p> <p>hot, cold, fog, rain, ice, snow, wind, storms</p>	<p>→</p> <p>frost tornado</p> <p><u>Earth and Space Neighbors</u></p> <p>understand that the earth is a sphere--</p> <p>size age composition-- land, water, minerals</p> <p>understand need for conservation of--</p> <p>soil water minerals</p>	<p>→</p> <p>flood hurricane</p> <p>understand that earth is a planet--</p> <p>size (miles) age (years) composition-- land, water, minerals, atmosphere</p> <p>have some concept of other characteristics</p> <p>movement gravity magnetic force conservation-- soil, water, minerals, atmosphere</p>

AND MANAGING PERSONAL AFFAIRS

	Intermediate Level	Junior High Level	Senior High Level
ng -	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ore-- of ther	→ frost tornado	→ flood hurricane	understand the results of rapid and drastic changes in weather such as-- illness crop damage property damage loss of life disruption of industry

Earth and Space Neighbors

1	understand that the earth is a sphere-- size age composition-- land, water, minerals	understand that earth is a planet-- size (miles) age (years) composition-- land, water, minerals, atmosphere	
nd	understand need for conservation of-- soil water minerals	have some concept of other characteristics-- movement gravity magnetic force conservation-- soil, water, minerals, atmosphere	have some knowledge of the earth's constant change through-- erosion by wind and water melting of glaciers earthquakes, etc.

UNDERSTANDING ONESELF, ONE

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
C. Understanding the Environment (continued)	be aware of and identify space neighbors of earth-- sun moon stars	→ planets	be aware of and identify space neighbors of earth-- sun moon stars
	begin to understand the effect of the sun on the earth-- day, night, light, heat	begin to understand relationships between the sun and-- east, west seasons	begin to understand the effect of the sun on the earth-- day, night, light, heat
	begin to understand the effect of the moon on the earth-- light	→ tides	begin to understand the effect of the moon on the earth-- light
	identify various simple hand tools-- toys household	<u>Machines, Energy, and Force</u> understand the function of various hand tools-- simple work household crafts	identify various simple hand tools-- toys household
	be able to use-- hammer screwdriver pliers	→ saw vise	be able to use-- hammer screwdriver pliers

UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS-- 45

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- alls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
and iden- ighbors	→ planets	be aware of the universe	have some understanding of characteristics of the universe
erstand the sun on	begin to understand rela- tionships between the sun and-- east, west seasons	→ annual seasonal changes changes in time of sun- rise and sunset	
erstand the moon on	→ tides	understand reason for appar- ent change in shape of moon be aware of change in time of moonrise and moonset	
<u>Machines, Energy, and Force</u>			
ous simple	understand the function of various hand tools-- simple work household crafts		see section VI. <u>FAMILY LIVING</u>
g--	→ saw vise	in special class and indus- trial education activities, begin to use a wider variety of tools-- drill, square, clamps, rasp, etc.	

46--UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
C. Understanding the Environment (continued)	<p>be aware of motor-driven-- common household tools common transportation common communication</p> <p>be aware of some sources of energy and force-- sun--heat wind--moves clouds, boats, kites, seeds, etc. fire--heat water--waterwheel muscle</p> <p>be aware of uses-- work transportation communication recreation preservation of life</p>	<p>understand the function of motor driven-- household appliances transportation machines communication equipment work tools and begin to obtain experience in manipulating them</p> <p>begin to understand value of some sources of energy-- sun sound heat and light steam and power muscle oil gas coal</p> <p>understand the functions-- work transportation communication recreation preservation of life</p>	<p>increase experience the operation of driven machines</p> <p>→ magnets chemicals atomic radiation</p> <p>understand need conservation-- work transportation communication recreation preservation</p>

MANAGING PERSONAL AFFAIRS

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand the function of motor driven-- household appliances transportation machines communication equipment work tools and begin to obtain experience in manipulating them	increase experience in the operation of motor-driven machines	
begin to understand value of some sources of energy-- sun sound heat and light steam and power muscle oil gas coal	→ magnets chemicals atomic radiation	
understand the functions-- work transportation communication recreation preservation of life	understand need for conservation-- work transportation communication recreation preservation of life	

IV. GETTING ALONG WITH AND COMMUNICATING WITH

Ultimate assimilation into society, which permits effective utilization of the individual's knowledge and skills, depends upon his ability to get along with others. The educable mentally retarded pupil, therefore, must be aided in acquiring an understanding of what constitutes acceptable behavior, consequences of his behavior, and the habits, attitudes, and skills essential to obtain and maintain the understanding and respect of others.

Activities to develop these competencies must be provided throughout the entire curriculum. This will involve the development of such social skills as respecting authority and the rights of others; postponing selfish desires; cooperation, courtesy, a pleasant attitude at play and at work; good grooming; table manners; introductions, appropriate responses in social situations; appreciate behavior toward the opposite sex; following directions, accepting constructive criticism; taking part in conversation; and expressing oneself through music or other art forms.

In order for these pupils to develop self-confidence and improve their effectiveness in social interaction, they must experience some success in social activities from their earliest years and must be motivated and guided to expand their activities and interests.

Social competency is with peers and other community. Retarded and practice in the in real-life experience are also beneficial problem or situation it arises, the pupil occur.

Underlying all of the things which aid the along with others is to develop the ability ideas in an effective their vocabulary and

All of the language writing--are essential integrating knowledge be left to incident a carefully planned ment should be set and should also be at all levels.

IV. GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

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Social competency is enhanced by satisfactory social experiences with peers and other students and with adults in the school and community. Retarded pupils will benefit most from exposure to and practice in the many forms of social expression which arise in real-life experiences; however, role-playing and discussions are also beneficial when directed toward problem solving. If a problem or situation is discussed or analyzed in this way before it arises, the pupils are better able to cope with it when it does occur.

Underlying all of these habits, attitudes, skills, and understandings which aid the educable mentally retarded individual in getting along with others is the ability to communicate. These students need to develop the ability to engage in conversation and to express their ideas in an effective way. Continuous effort must be made to develop their vocabulary and their ability to listen for meaning.

All of the language arts--listening, speaking, reading, and writing--are essential for communication and for acquiring and integrating knowledge. The development of these skills cannot be left to incidental learning but must be developed through a carefully planned instructional program. Language arts development should be set aside as a separate instructional activity and should also be integrated in all of the subject matter areas at all levels.

48--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Aspects of Acceptable Behavior		<u>At Home</u>	
	obey parents and adults	respect parents and adults	
	begin to attach importance to what others think about oneself	want others to respect and like him	understand the behavior that is liked or disliked
	learn to share		observe courteous behavior of others through helping, and so on
	learn to help others		
	begin to develop self-control	exercise self-control in some situations	exercise self-control; display of emotion, anger, love, humor, moods
	communicate reasons for various feelings and behavior		
	respond appropriately to parents and siblings		
	begin to be considerate of others	begin to be concerned about other members of the family	
	begin to respect the rights and property of others	understand and respect simple rules	work and play with groups for individuals

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

At Home

respect parents and adults

want others to respect
and like him

understand the kinds of
behavior that make people
liked or disliked

strive to earn the respect
and affection of others

observe courtesy toward
others through sharing,
helping, and serving

show courtesy and consid-
eration for others

assume responsibility;
cooperate with others

exercise self-control in
some situations

exercise self-control in
display of emotion--
anger, love,
humor, moods

begin to be concerned
about other members of
the family

recognize the place of
others in the home

understand and respect
simple rules

work and play by rules
for individuals and for
groups

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
A. Aspects of Acceptable Behavior (continued)	<p>begin to take care of and return borrowed things</p> <p>begin to use simple expressions of courtesy</p> <p>avoid using physical force against others</p>	<p>take care of and return borrowed items</p> <p>use simple expressions of courtesy</p> <p>avoid fighting</p> <p>begin to assume responsibility for own actions</p> <p>take pride in being honest and truthful</p>
		<u>At School</u>
	obey teacher and other adults	respect teacher and other adults
	obey rules and regulations	begin to understand that authority exists for the protection and welfare of everyone
	<p>begin to work and play with others--</p> <p> permit others to take turns</p> <p> share materials</p> <p> help others</p>	<p>begin to understand how to work and play in a group--</p> <p> take turns</p> <p> share attention and possessions with others</p> <p> volunteer and accept help</p>

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS-- 49

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
care of and ed things	take care of and return borrowed items		
simple f courtesy	use simple expressions of courtesy	be courteous and consid- erate	be gracious and poised
ysical others	avoid fighting	begin to resolve diffi- culties pleasantly	attempt to maintain pleasant relationships
	begin to assume respon- sibility for own actions		show responsibility for his actions
	take pride in being honest and truthful	understand the value of a good reputation	pride oneself on being a loyal and respectable citizen
<u>At School</u>			
and other	respect teacher and other adults	show respect for those in authority	appreciate the need to show courtesy and respect for others
d	begin to understand that authority exists for the protection and welfare of everyone	understand that rules and authority exist for the protection and welfare of everyone	appreciate the need for authority
and ers-- rs to take ials	begin to understand how to work and play in a group-- take turns share attention and possessions with others volunteer and accept help	understand and accept various group roles	appreciate that one must have certain qualifications to assume various group roles

50--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Aspects of Acceptable Behavior (continued)	begin to develop self-control	exercise self-control in some situations	express feelings socially acceptable
	begin to develop a sense of right and wrong		understand that responsible for actions
	function as a leader or follower in simple group activities	form and join groups and clubs	associate closely with a peer group
			join school clubs participate in sports
	begin to be aware of the feelings of others	begin to accept the rights of others to look, act, and think differently	be concerned for desires and well-being of others
		begin to accept different nationalities and races	recognize and accept differences and similarities in family backgrounds
		begin to be tolerant of the beliefs and ideas of others	
	avoid ridiculing others	begin to be tolerant of handicaps and limitations of others	

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Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
exercise self-control in some situations	express feelings in socially acceptable ways	accept responsibility for one's actions
	understand that one is responsible for his actions	be aware of the consequences of one's actions
form and join groups and clubs	associate closely with a peer group	function as a group leader or follower
	join school clubs, participate in organized sports	participate in group projects and activities
begin to accept the rights of others to look, act, and think differently	be concerned for the desires and welfare of others	accept and appreciate the rights and contributions of others
begin to accept different nationalities and races	recognize and respect differences and similarities in family backgrounds	compliment others on their efforts, achievements, and contributions
begin to be tolerant of the beliefs and ideas of others		
begin to be tolerant of handicaps and limitations of others		

GETT

	Primary Level	Intermediate Level	Ju
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Conti as ne follo
A. Aspects of Acceptable Behavior (continued)	attempt to be friendly	seek friendships; begin to understand concepts of loyalty, dependability, and trust	maint striv depen worth
		<u>In the Community</u>	
	play with children in the immediate neighborhood	join in recreational activities at different school sites provided by-- Department of Recreation Boys' Club Scouts, etc.	begin with join par nit as cle chu be av butio uals diffe and r
	begin to respect the rights and property of neighbors	show respect for the rights and property of others	show right other
	begin to understand that everyone should know and obey the laws of the community	begin to understand that laws are enacted to protect the rights and welfare of everyone	under exist prote

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS— 51

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
friendly	seek friendships; begin to understand concepts of loyalty, dependability, and trust	maintain friendships; strive to be loyal, dependable, and trust- worthy	value friendships realize the importance of being loyal, depend- able, and trustworthy
<u>In the Community</u>			
children in neighbor-	join in recreational activities at different school sites provided by-- Department of Recreation Boys' Club Scouts, etc.	begin to identify self with community groups-- join community clubs participate in commu- nity activities such as Junior Red Cross and clean-up campaigns, church group activities be aware of some contri- butions made by individ- uals and groups of different nationalities and races	participate in group and community projects and activities understand the value of teamwork
protect the property	show respect for the rights and property of others	show concern for the rights and property of others	help protect the rights and property of others
understand that laws exist and obey them	begin to understand that laws are enacted to pro- tect the rights and welfare of everyone	understand that laws exist for everyone's protection	appreciate the need for laws and obey them

52--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Aspects of Acceptable Behavior (continued)	<p>speak to neighbors, storekeepers, postman, policeman</p>	<p>greet friends and acquaintances with courtesy and respect</p>	<p>be courteous and helpful when making or inquiries</p>

General Principles

begin to understand--	begin to understand--	begin to understand--
<p>we may be liked or disliked because of the way we behave</p> <p>acceptable behavior is important to one's happiness and well-being</p>	<p>kinds of behavior that make people liked or disliked</p> <p>what one can do to improve his behavior</p>	<p>the kind of behavior that makes life easier and more pleasant</p> <p>some of the reasons people behave as they do</p> <p>the significance of one's behavior</p> <p>importance of physical and mental health in the development of good character</p>
	<p>begin to understand what makes "a good friend"--</p> <p>be helpful</p> <p>be interested in the other person</p> <p>be dependable</p> <p>share interests</p>	<p>understand what makes a "good friend"--</p> <p>be courteous,</p> <p>be patient, dependable</p> <p>have a sense of responsibility</p> <p>exercise self-control</p> <p>appreciate other people's points of view</p>

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
greet friends and acquaintances with courtesy and respect	be courteous and respectful when making purchases or inquiries	be pleasant and considerate toward others although they may be strangers

General Principles

begin to understand--

kinds of behavior that make people liked or disliked

what one can do to improve his behavior

begin to understand--

the kind of behavior that makes living easier and more pleasant

some of the reasons people behave as they do

the significance of one's behavior

importance of good physical and mental health in the development of good behavior

realize relationship between acceptable behavior and one's success in friendships, job associations, and social situations

begin to understand what makes "a good friend"--

be helpful
be interested in the other person
be dependable
share interests

understand what makes "a good friend"--

be courteous, considerate
be patient, dependable
have a sense of humor
exercise self-control
appreciate others' assets and points of view

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
A. Aspects of Acceptable Behavior (continued).			und can s c r
			und abo + m s
B. Aspects of Communicating with Others	understand how we communicate by-- looking, listening, talking, signals, reading, writing	understand why we need to communicate-- to exchange thoughts to share ideas to give information to receive information to send news to receive news to express feelings for pleasure for health and safety	— r c

Listening and Speaking

attend and listen to sounds in the environment	attend and remain quiet	use mir whe
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GETTING ALONG WITH AND COMMUNICATING WITH OTHERS-- 53

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following: understand where one can find a good friend-- school church recreation center work understand how to go about getting acquainted-- through daily contact mutual acquaintance social contact	Reinforce previous levels and add the following:
W we commu- stening, gnals, iting	understand why we need to communicate-- to exchange thoughts to share ideas to give information to receive information to send news to receive news to express feelings for pleasure for health and safety	→ recognize that communi- cation has many forms-- news stories advertising weather reports entertainment textbooks	→ make use of many types of communication in daily living
<u>Listening and Speaking</u>			
sten to environment	attend and remain quiet	use discretion in deter- mining when to attend and when to remain quiet	listen selectively, "shut- ting out" background noises that tend to interfere

54--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Aspects of Communicating with Others (continued)	discriminate between sounds as to-- tempo--fast, slow pitch--high, low volume--loud, soft pleasant, unpleasant	begin to develop oral and aural discrimination between-- sounds for letters combinations of letters word endings prefixes	develop a fine for-- sounds for combinations word endings prefixes complete the
	recognize and respond to sounds and signals associated with-- time danger alarm	increase ability to listen for meaning	
	attend, listen to, and follow verbal direction	recall and follow verbal instructions previously given	
	listen and respond to musical rhythm by clapping, marching, swaying, or other body movement, or by use of rhythm instruments	respond creatively to variety of rhythms	→
	listen to and repeat simple rhymes and songs	listen to and repeat simple stories	listen to tape tracks, and to explanations complex class material

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
begin to develop oral and aural discrimination between-- sounds for letters combinations of letters word endings prefixes	develop a finer awareness for-- sounds for letters combinations of letters word endings prefixes complete thoughts	develop ability to follow more complex meanings and information conveyed in explanations; e.g, classroom, on the job, etc.
increase ability to listen for meaning		develop ability to follow more complex meanings and information conveyed in explanations; e.g., classroom, on the job, etc.
recall and follow verbal instructions previously given		→ in speeches-- classroom assembly television/radio
respond creatively to variety of rhythms	→	→
listen to and repeat simple stories	listen to tapes, sound tracks, and teacher explanations of more complex classroom material	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
B. Aspects of Communicating with Others (continued)	listen to obtain general information	attend and listen to teacher explanations and material presented by tape recorder and sound track	
	improve mechanics of articulation	begin to learn and use rules of grammar	exte of a
	begin to express ideas in clear and understandable speech	select and group words so as to express an idea more clearly	expr e u
		formulate good questions when seeking information or clarification	
	participate in discussions (classroom, playground, home)	make simple presentations effectively before small group (family, peers)-- stories news reports	spea n a va c
	begin to observe simple social courtesies when listening and speaking	use common social courtesies when listening and speaking	r s

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS--- 55

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
ain general	attend and listen to teacher explanations and material presented by tape recorder and sound track		
nics of	begin to learn and use rules of grammar	extend knowledge and use of grammar rules	use grammatically appropriate speech
ess ideas understand-	select and group words so as to express an idea more clearly	express ideas accurately	express ideas in more adult way
	formulate good questions when seeking information or clarification	→	→
n discus- oom, play-	make simple presentations effectively before small group (family, peers)-- stories news reports	speak before a group in a variety of situations	→
rve simple sies when speaking	use common social cour- tesies when listening and speaking	→	→

56--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
B. Aspects of Communicating with Others (continued)	develop effective speaking and listening vocabulary--	→	→
	know actual meaning of many basic words-- names of objects names of places names of people action words words to express feelings or state of being	→ words encountered in-- basic school subjects social environment home living recreation	→ words encountered in-- classroom and consumer home making industrial health, etc.
		recognize difference between meanings of closely related words such as-- high, higher, highest some, more, most upset, unhappy, sad	→
			develop informal language to express and frustration

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
→	→	→
→ words encountered in-- basic school subjects social environment home living recreation	→ words encountered in classroom units on-- consumer buying homemaking industrial arts health, safety, etc. root words	→ words encountered in world of work
recognize difference between meanings of closely related words such as-- high, higher, highest some, more, most upset, unhappy, sad	→	→ enrich vocabulary through knowledge and use of-- synonyms antonyms
	develop informal vocabu- lary to express feelings and frustrations	→

READING--A Developmental Sequence of Skills

There should be a plan and rationale for the scope and sequence of reading skills to be taught in conjunction with any set of reading materials or any basic reading series. The rationale for this developmental sequence of reading skills to be taught to mentally retarded or reading disabled children is based on several premises:

1. While learning to read, most mentally retarded children progress through three major phases of a psycho-educational learning sequence.
2. Although these three major phases can be defined as general or gross components of the total reading process, there is no precise demarcation to indicate where one phase ends and another begins. There is rather a continuous, though sometimes erratic, progression of skills development through which each child passes.
3. It is difficult to determine precisely where any one child may be on this continuum at any specific time and to know exactly how or why he has reached a given level of skills development.
4. No two children will likely develop the same skills in the same way or reach identical levels of development at the same time.

To aid in understanding what is meant by three major phases of a developmental sequence of reading skills, a brief description of each phase is included.

The first major phase is comprised of all the experiences the child has encountered prior to the time he is expected to perform the first simple reading task in which he must differentiate between the short, simple sentences of an

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READING--A Developmental Sequence of Skills

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experience chart or other simple reading material which uses sen-
tences, captions, or words as the basis for presentation of ideas.
During this phase, which in reality begins about the time of, or
shortly after birth, the child experiences and learns many activi-
ties, skills, and emotions which he will eventually bring to the
reading situation. However, until the time a child is called upon
to utilize these experiences in the act of reading and brings them
to bear upon and aid him in differentiating between the general
configuration of simple sentences, these experiences and skills
are only parts of the total or mass of environmental impressions.
Until the child faces the task of recognizing one group of
sequential words as being different in configuration and therefore
different in meaning from another, he is still unaware of the true
meaning and implications of the reading process. His past experi-
ences and attention must be focused on the act of differentiation
of written or printed symbolism for the purpose of gleaning its
meaning. Only then can we say that he has begun formal reading
and is proceeding beyond the point where past experiences are
included in a whole or mass of undifferentiated impressions.

The second major phase includes all those experiences and skills
which enable the child to discriminate, differentiate, and analyze
the many smaller elements of reading material. He must then
reassemble, combine, or synthesize these smaller elements into
their original word forms and derive meaning. As this process of
analysis-synthesis becomes easier for the child to perform and is
repeated often, it gradually becomes less necessary to repeat the
process when identical or similar situations are encountered. In
other words, the child has learned to respond to the larger
structural unit (word or phrase) and to recognize and interpret
it without having to disassemble and reassemble it.

The third major phase in the developmental sequence of reading
skills is composed of all those experiences, knowledges, and
skills which enable the child to utilize previously learned read-
ing abilities with relative ease. In addition, he should be able

58--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

to read materials of increasing difficulty with greater ease, accuracy, and comprehension. During this third phase the child is taught or encounters and discovers all the techniques and principles which enable him to read without actually having to pause on every word in the material. He should read rapidly and fluently from whatever grade level or comprehension level of material he is intellectually able to handle. He should, however, be able to revert to or hesitate momentarily and utilize any of the skills learned in the second phase (analysis-synthesis) whenever he encounters an unknown word. After unlocking and understanding the unknown word, he should return to a comfortable and fluent reading pattern. For the mentally retarded child, the level of difficulty of material, which ultimately can be read after having progressed systematically through these three major phases, will be somewhere between 3rd and beginning 6th grade.

Simply stated, these three major phases of learning to read may be thought of as (1) gross, global, or undifferentiated impressions; (2) attention to and learning finer, more detailed, or differentiated elements; (3) reading larger units (words and phrases) without awareness of or attention to details. It must be stressed that understanding what is being accomplished and the comprehension of what is read is of the utmost importance at all times as the child progresses through these three phases. In more commonly used educational terms these three major phases of learning and using reading are referred to as (1) pre-reading and the first steps of initial reading; (2) beginning reading and learning the basic skills required in reading; (3) learning to increase level of comprehension while developing the fluent, comfortable reading pattern required of mature readers.

For the mentally retarded, the sequence of reading skills must be ordered in a progression which is consistent with a whole-detail-whole pattern so that each child is assured the opportunity of beginning and ending reading instruction without having missed any essential aspect. Sequential, well-ordered

instruction also keeps at a minimum.

This concept may be more that in going into detail attention to the process words apart. This process at the instructional level a word for smaller units word. At this phase of slower rate of reading being read is quite familiar level. More fluent mastered the detailed analysis and begins comprehension. As syllabication and other learned and applied, accuracy will increase.

The return to reading units also adds to rate stage that the child learns units with less awareness. circuits, cue-reduces, automatic the detailed units. Larger monosyllabic part of his basic sight words gained from familiar endings of sentences. Attention span increases to able reading patterns and completes the whole-detail

In teaching reading, we pupil being at a specific some phase or stage in skills. As an example, pupil may still be in pre-

OTHERS
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instruction also keeps confusion and undirected trial and error at a minimum.

This concept may be more clearly understood when it is realized that in going into detailed analysis, the child pays more attention to the process of taking sentences, phrases, and then words apart. This process slows the rate of reading particularly at the instructional level because it takes more time to analyze a word for smaller units than to read it as a "whole" or sight word. At this phase of the learning process, therefore, a slower rate of reading is to be expected unless the material being read is quite familiar and below the instructional reading level. More fluent reading will return when the child has mastered the detailed skills required for successful phonic analysis and begins coming out of the detailed analysis phase. As syllabication and other structural analysis techniques are learned and applied, accuracy, comprehension, and reading rate will increase.

The return to reading thought units and phrases as meaningful units also adds to rate and comprehension. It is during this stage that the child learns to respond to words and thought units with less awareness of structural details. He short-circuits, que-reduces, habituates, or in some way renders automatic the detailed responses previously made to smaller units. Larger monosyllabic and multisyllabic words now become part of his basic sight vocabulary. He is able to use concepts gained from familiar language patterns to anticipate the endings of sentences. Sub-vocalization diminishes and recognition span increases to the point where more fluent, comfortable reading patterns are attained. At this stage the reader completes the whole-detail-whole learning process.

In teaching reading, we should not think in terms of the pupil being at a specific grade level, but rather being at some phase or stage in the continuum of learning reading skills. As an example, a junior or senior high school pupil may still be in phase one or the beginning of phase two.

His reading instruction would therefore need to be planned to begin at that level. This necessitates individual pupil planning on the part of the teacher so that each pupil receives instruction at his own level as he progresses through a planned and sequential total reading program.

It is hoped that this brief explanation will enable teachers

to see more clearly the continuum. The following teaching reading sheet may also be used by teachers of pupils who are new to reading. It suggests they should use this tool to help determine the skills which

GETTING ALONG WITH AND COMMUNICATING WITH OTHERS-- 59
READING--A Developmental Sequence of Skills
(continued)

e need to be planned
ates individual pupil
that each pupil
as he progresses
reading program.
n will enable teachers

to see more clearly the progression of reading skills as a
continuum. The following list presents a sequential order for
teaching reading skills to most mentally retarded pupils. It
may also be used by the teacher to help analyze the difficulties
of pupils who are not reading as well as their maturational level
suggests they should. In this sense, the list becomes a diagnostic
tool to help determine the level at which a pupil may be reading
and the skills which may be lacking.

60--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 1:	Pre-Reading Experiences
1. Beginning School Experiences Related to Reading	<p>development of self-image and sense of security</p> <p>development of self-control</p> <p>auditory development: discrimination, memory, and recall Speaking, pages 53-56)</p> <p>visual development: discrimination, memory, and recall differentiate shapes, sizes, colors, and associate with</p> <p>develop reasonably accurate speech and language patterns</p> <p>participate in group communication (classroom discussions)</p> <p>listen to and repeat simple rhymes and songs</p> <p>develop sequential memory for ideas and events, and express</p> <p>attend to tasks (See section on Listening and Speaking)</p> <p>develop left-to-right eye movements (tracking) for orientation</p> <p>develop independent work habits: follow-through with dittomed material, cutting and pasting, sorting and classifying</p> <p>develop interest in and motivation for reading: varied background experiences with social and physical familiarization with books and other reading materials experience with other communication media such as radio movies, filmstrips</p>

ERS
(continued)

ling Experiences

ment of self-image and sense of security

ment of self-control

y development: discrimination, memory, and recall (See section on Listening and
ing, pages 53-56)

development: discrimination, memory, and recall--
rentiate shapes, sizes, colors, and associate with objects and names of objects

reasonably accurate speech and language patterns when expressing ideas

pate in group communication (classroom discussions and playground activities)

to and repeat simple rhymes and songs

sequential memory for ideas and events, and express them in simple sentences

to tasks (See section on Listening and Speaking, pages 53-56)

left-to-right eye movements (tracking) for orientation to reading

independent work habits: follow-through with independent seat work such as simple
ed material, cutting and pasting, sorting and categorizing objects and pictures, etc.

interest in and motivation for reading:

1 background experiences with social and physical environment
iarization with books and other reading material in home and classroom
ience with other communication media such as radio, television, tape recorder,
ies, filmstrips

Phase 1:	Pre-Reading Experiences (continued)
2. Personal Experience Approach to Reading	participate in group discussions centered around express ideas individually, in meaningful, sentences extend and understand oral vocabulary related to understand the concept of transferring ideas begin to learn the alphabet (associate letters with begin to use letters (recognize, read, and write)
a. Experience Chart Reading	participate in selecting ideas for simple repeat simple chart stories and picture captions from visual cue learn to use picture cues as an aid in recalling coordinate visual and auditory discriminations captions (use familiar speech patterns in differentiate between several chart stories of classmates
b. Reading Simple Thought Units in Written Form	be able to read several simple chart stories content cues for recall

Pre-Reading Experiences (continued)

- participate in group discussions centered around common, motivating group experiences
- express ideas individually, in meaningful, sequential patterns
- extend and understand oral vocabulary related to individual and common group experiences
- understand the concept of transferring ideas and oral expressions to written form
- begin to learn the alphabet (associate letter name with letter symbol)
- begin to use letters (recognize, read, and write one's name)
 - participate in selecting ideas for simple chart stories and captions for pictures
 - repeat simple chart stories and picture captions from memory using total configuration from visual cue
 - learn to use picture cues as an aid in recalling specific words or phrases
 - coordinate visual and auditory discrimination in reading simple chart stories and captions (use familiar speech patterns in simple written form)
 - differentiate between several chart stories, several short picture captions, and names of classmates
 - be able to read several simple chart stories, captions, and names using picture and content cues for recall

62--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 2:	Initial Steps In Reading
<p>1. Understand Relationship of Thought Units and Sentences to Simple Chart Stories</p> <p>2. Words</p>	<p>discriminate between sentences of simple chart stories</p> <p>match sentence strips of chart stories</p> <p>reconstruct chart story from sentence strips</p> <p>understand and read simple written sentences (orally)</p> <p>perceive difference in word configuration</p> <p>read captions, greetings, simple rules and directions</p> <p>develop ability to generalize: categorizing picture orientation to recognizing similar letter symbols of basic sight vocabulary words</p> <p>develop initial basic sight vocabulary from common words, stories, and other familiar simple reading material in the pupil lives</p> <p>develop instant recognition and recall of a variety of words</p> <p>discriminate between words in sequence:</p> <ul style="list-style-type: none"> match words in sentences reconstruct sentences from models using basic vocabulary associate word forms with familiar objects recognize and read words in varied settings <p>continue learning alphabet (recognize and name letters, pupils' names, names of common objects, etc.)</p> <p>begin to construct new phrases and sentences using words</p>

ERS
(continued)

Steps In Reading

Associate between sentences of simple chart stories

Identify sentence strips of chart stories

Construct chart story from sentence strips

Read and read simple written sentences (orally and silently)

Recognize difference in word configuration

Identify words, greetings, simple rules and directions

Develop ability to generalize: categorizing pictures, objects, clothing, foods--as an application to recognizing similar letter symbols as initial consonants in a variety of basic sight vocabulary words

Identify initial basic sight vocabulary from common words used in captions, simple chart stories, and other familiar simple reading materials common to the environment in which the child lives

Develop instant recognition and recall of a variety of basic sight vocabulary words

Associate words in sequence:

Identify words in sentences

Construct sentences from models using basic vocabulary word cards

Associate word forms with familiar objects

Identify and read words in varied settings

Develop learning alphabet (recognize and name letters used in basic sight vocabulary, and names, names of common objects, etc.)

Develop to construct new phrases and sentences using words from basic sight vocabulary

Phase 2:	Word Recognition Skills
<p>1. Initial Word-Structure Analysis Techniques</p>	<p>recognize and read basic sight words having endings, such as -ed, -ing, -er, -est, -ly</p> <p>recognize and read compound words composed of a variety of inflectional endings, such as</p> <p>recognize and read derived forms of basic sight words, such as slowly, fastener, income</p> <p>use structural analysis techniques to form and</p> <p>discriminate between and identify initial phonemes</p> <p>recognize sound-symbol relationships of initial phonemes in sight words</p>
<p>2. Intensive, Systematic Phonic Analysis Techniques</p>	<p>use context and initial consonant letters as a clue to unfamiliar words</p> <p>substitute one initial consonant letter for another</p> <p>e.g., hat, fat, sat, pat</p> <p>substitute one final consonant letter for another</p> <p>e.g., has, ham, hat, had</p> <p>recognize and attack sound-symbol relationships of consonant and vowel letters, digraphs (th, ch, wh, sh)</p> <p>use final "e" as a clue to long and short vowels</p> <p>blend isolated consonant and vowel sounds in words (e.g., b-a-t = bat, b-a-b-y = baby)</p>

Word Recognition Skills

recognize and read basic sight words having plural and possessive endings and inflectional endings, such as -ed, -ing, -er, -est, -ly

recognize and read compound words composed of two or more basic sight words using a variety of inflectional endings, such as something, playthings, withholding

recognize and read derived forms of basic sight words, such as rainy, funny, farmer, slowly, fastener, income

use structural analysis techniques to form and attack new words

discriminate between and identify initial phonemes (initial sounds of words)

recognize sound-symbol relationships of initial and final consonant letters of basic sight words

use context and initial consonant letters as clues in recognizing familiar and unfamiliar words

substitute one initial consonant letter for another to improve word attack skills;
e.g., hat, fat, sat, pat

substitute one final consonant letter for another to improve word attack skills;
e.g., has, ham, hat, had

recognize and attack sound-symbol relationships to an increasing number of consonant and vowel letters, digraphs (th, ch, wh, sh), and diphthongs (oi, ow, ea, ai, ou)

use final "e" as a clue to long and short vowel sounds

blend isolated consonant and vowel sounds into meaningful word units (auditory synthesis); e.g., b-a-t = bat, b-a-b-y = baby

64--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 2:	Word Recognition Skills (continued)
<p>3. Advanced Word-Structure Analysis Techniques</p>	<p>blend larger sound units (syllables) into meaning bas-ket = basket, fin-ger = finger</p> <p>use sound-symbol relationships and auditory synth new words</p> <p>associate sound-symbol relationships to all lette</p> <p>become familiar with dictionary as a tool for det syllabication, word meaning, and spelling</p> <p>use syllabication to determine accent and as clue</p> <p>identify and use two-syllable root words as clues e.g., open - opening; garden - gardener</p> <p>identify and use roots, prefixes, and suffixes as</p> <p>identify and use the apostrophe to form contracti</p>

OTHERS
s (continued)

Recognition Skills (continued)

larger sound units (syllables) into meaningful word units; e.g., go-ing = going,
-ket = basket, fin-ger = finger

ound-symbol relationships and auditory synthesis to attack and derive meaning from
words

iate sound-symbol relationships to all letters of the alphabet

e familiar with dictionary as a tool for determining alphabetization, pronunciation,
labication, word meaning, and spelling

yllabication to determine accent and as clues to vowel sounds in two-syllable words

ify and use two-syllable root words as clues to endings and suffixes;
., open - opening; garden - gardener

ify and use roots, prefixes, and suffixes as meaningful units in attacking new words

ify and use the apostrophe to form contractions

Phase 2:	Independent Reading with Fluency and Comprehe
<p>1. Skills Required for Reading Complex Phrases, Thought Units, and Sentences</p>	<p>use structural and phonic analysis with incre</p> <p>increase dictionary skills</p> <p>recognize and read an increasing number of mu awareness of structural details required)</p> <p>read short thought units or phrases having mo understanding</p> <p>use structural and phonic analysis when neces and phrases with ease and understanding</p> <p>organize and retain the meaning of thought un</p> <p>use concepts of verbal sequence in commonly u "down the street," "to the store," "neverth hension</p> <p>observe punctuation in order to read thought</p> <p>relate ideas and interpret author's purpose,</p> <p>use context and language patterns in conjunct derive meaning from a variety of reading ma</p>
<p>2. Skills Required for Increasing Reading Rate and Comprehension</p>	<p>minimize sub-vocalizations, as an aid to effi</p> <p>develop a smooth silent-reading pattern by co skills, and perception and understanding of</p> <p>vary rate of reading with degree of difficult</p>

Independent Reading with Fluency and Comprehension

- use structural and phonic analysis with increasing ease and accuracy
- increase dictionary skills
- recognize and read an increasing number of multisyllabic words as sight words (less awareness of structural details required)
- read short thought units or phrases having mono- and multi- syllabic words with ease and understanding
- use structural and phonic analysis when necessary, and return to reading thought units and phrases with ease and understanding
- organize and retain the meaning of thought units as speed of reading increases
- use concepts of verbal sequence in commonly used phrases, such as "into the house," "down the street," "to the store," "nevertheless," to facilitate speed and comprehension
- observe punctuation in order to read thought units smoothly
- relate ideas and interpret author's purpose, meaning, and general feeling
- use context and language patterns in conjunction with word recognition skills to derive meaning from a variety of reading materials
- minimize sub-vocalizations, as an aid to efficient silent reading
- develop a smooth silent-reading pattern by coordinating eye movements, word attack skills, and perception and understanding of thought units
- vary rate of reading with degree of difficulty and content

66--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 2:	Independent Reading with Fluency and Comprehension
	<p>select and comprehend main ideas with increasing fac.</p> <p>detect tone, inference, and subtlety ("read between</p> <p>use "skimming" technique to locate and organize need.</p> <p>choose and enjoy a variety of materials to be read w.</p>

OTHERS
3 (continued)

pendent Reading with Fluency and Comprehension

ect and comprehend main ideas with increasing facility

ect tone, inference, and subtlety ("read between the lines")

"skimming" technique to locate and organize needed information

use and enjoy a variety of materials to be read with speed, accuracy, and comprehension

Phase 3:	Reading for Information, Protection, and Pleasure
<p>1. Skills Required for Mature Reading Patterns</p>	<p>be aware of and understand the contents and organization of paragraphs, sections, chapters, tables of contents, books, maps, magazines, pamphlets, newspapers, menus, catalogues, programs, directories, schedules</p> <p>be aware of and use a wide variety of available reading materials</p> <p>know how to use the library; e.g., use card catalogues, find books on the shelves, borrow and return books</p> <p>be discriminating in use of reading materials; use caution in responding to advertising "copy"; select for purchase some reading materials; be critical when reading propaganda-type materials</p> <p>be able to outline and organize reading content</p>
<p>2. Reading as an Extension of Personal Experience</p>	<p>use reading as a leisure-time activity, realizing the results of reading (See section IX. <u>USING READING</u>)</p> <p>use reading as a "springboard" to hobbies and interests (<u>LEISURE TIME</u>, pages 155-161.)</p> <p>enjoy many experiences vicariously through reports, sports stories, simple fiction, travel magazines</p>

Reading for Information, Protection, and Pleasure

be aware of and understand the contents and organization of more complex reading materials:

paragraphs, sections, chapters, tables of contents, glossaries

books maps

magazines pamphlets

newspapers menus

catalogues programs

directories schedules

be aware of and use a wide variety of available reading materials

know how to use the library; e.g., use card catalogue, locate books and periodicals on the shelves, borrow and return books

be discriminating in use of reading materials:

use caution in responding to advertising "gimmicks"

select for purchase some reading materials which have lasting value

be critical when reading propaganda-type materials

be able to outline and organize reading content for a specific use

use reading as a leisure-time activity, realizing personal satisfaction from the act and results of reading (See section IX. USING LEISURE TIME, pages 155-161.)

use reading as a "springboard" to hobbies and new interests (See section IX. USING LEISURE TIME, pages 155-161.)

enjoy many experiences vicariously through reading:

sports stories, simple fiction, travel magazines, biographies

68--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Phase 3:	Reading for Information, Protection, and Pleasure (cont)
3. Reading for Information and Protection	<p>be aware of the wealth of information to be gained through reading</p> <p>gain knowledge on topics of individual interest through reading (See section IX. <u>USING LEISURE TIME</u>, pages 155-161.)</p> <p>gain proficiency in reading and understanding specialized areas (See section VII. <u>EARNING A LIVING AND MANAGING MONEY</u>, pages 100-146.)</p> <p>use reading to help attain vocational proficiency (See <u>MANAGING MONEY</u>, pages 100-146.)</p> <p>use reading to assist in fulfilling civic responsibilities (See <u>PRIVILEGES, AND RESPONSIBILITIES</u>, pages 71-81 and section VIII. <u>TRAVELING AND MOVING ABOUT IN THE COMMUNITY</u>, pages 163-166.)</p> <p>use reading for assistance in sewing, cooking, home repairs, etc. (See section III. <u>UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND THE COMMUNITY</u>, pages 29-46; section VII. <u>EARNING A LIVING AND MANAGING MONEY</u>, pages 100-146; and section VI. <u>FAMILY LIVING</u>, pages 83-99.)</p> <p>use reading to increase knowledge of laws, traffic regulations, insurance provisions, efficient buying (See section I. <u>UNDERSTANDING THE COMMUNITY</u>, pages 1-15; section II. <u>SAFETY IN DAILY LIVING</u>, pages 16-28; section V. <u>RIGHTS, PRIVILEGES, AND RESPONSIBILITIES</u>, pages 71-81; and section VII. <u>EARNING A LIVING AND MANAGING MONEY</u>, pages 100-146.)</p> <p>read maps and charts for orientation and routing in unfamiliar areas (See section VIII. <u>TRAVELING AND MOVING ABOUT IN THE COMMUNITY</u>, pages 163-166.)</p>

ERS
(continued)

g for Information, Protection, and Pleasure (continued)

re of the wealth of information to be gained through reading

nowledge on topics of individual interest through research and reference reading
section IX. USING LEISURE TIME, pages 155-161.)

roficiency in reading and understanding specialized vocabularies related to occupa-
al areas (See section VII. EARNING A LIVING AND MANAGING MONEY, pages 100-146.)

ading to help attain vocational proficiency (See section VII. EARNING A LIVING AND
GING MONEY, pages 100-146.)

ading to assist in fulfilling civic responsibilities (See section V. RIGHTS,
ILEGES, AND RESPONSIBILITIES, pages 71-81 and section X. PARTICIPATING IN
UNITY LIFE, pages 163-166.)

ading for assistance in sewing, cooking, home repairs, etc. (See section
UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS,
= 29-46; section VII. EARNING A LIVING AND MANAGING MONEY, pages 100-146;
section VI. FAMILY LIVING, pages 83-99.)

ading to increase knowledge of laws, traffic regulations, safety signs, health
mation, insurance provisions, efficient buying (See section I. HEALTH IN DAILY
NG, pages 1-15; section II. SAFETY IN DAILY LIVING, pages 17-28; section
RIGHTS, PRIVILEGES, AND RESPONSIBILITIES, pages 71-81; section VII. EARNING A
NG AND MANAGING MONEY, pages 100-146.)

aps and charts for orientation and routing in unfamiliar areas (See section
• TRAVELING AND MOVING ABOUT IN THE COMMUNITY, pages 147-154.)

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con f as e fol l
B. Aspects of Communicating with Others (continued)		<u>Writing and Spelling</u>	
	be aware of how writing is used		
	develop small muscle coordination in reproducing shapes and forms with crayons or large pencils		
	make simple line drawings of known items		
	begin to make letters-- trace over a solid line trace over a dotted line stay within guidelines	write letters and words in manuscript form begin to write legibly, using cursive form	wri l in as g
	write first and last name in manuscript form	expand simple written vocabulary	inc d lar f
		become aware of the importance of correct spelling; attempt to spell correctly; see, hear, pronounce, write	spe wri
		use simple punctuation-- capitals, periods	app pun tal

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GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

Level	Intermediate Level	Junior High Level	Senior High Level
Following standards:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>Writing and Spelling</u>			
Handwriting			
muscle and reproduc- forms with ge pencils			
ne draw- items			
Letters-- solid line dotted line guidelines	write letters and words in manuscript form begin to write legibly, using cursive form	write letters and words in legible cursive form as well as in manuscript	write legibly with ease and reasonable speed
and last name form	expand simple written vocabulary become aware of the importance of correct spelling; attempt to spell correctly; see, hear, pronounce, write	increase written vocabu- lary spell correctly in most written work	expand written vocabulary to include areas of special interest spell words needed in meeting daily writing tasks
	use simple punctuation-- capitals, periods	apply simple rules of punctuation and capi- talization	use punctuation and capi- talization correctly and habitually in meeting day- to-day writing needs

70--GETTING ALONG WITH AND COMMUNICATING WITH OTHERS
READING--A Developmental Sequence of Skills (continued)

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed and following:
B. Aspects of Communicating with Others (continued)		put words together in simple sentences to formulate ideas	express ones ing with a m adult help; news paragra etc.
		begin to learn and apply basic rules of grammar	extend knowl use of rules

Continued)

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
put words together in simple sentences to formulate ideas	express oneself in writing with a minimum of adult help; write letters, news paragraphs, lists, etc.	write independently and coherently to meet personal needs; letters, complete application forms, business and bank forms
begin to learn and apply basic rules of grammar	extend knowledge and use of rules of grammar	

V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

A major objective of any school program is the development of an attitude of responsibility--in the home, at school, and in the community. Individuals must learn early in life that they are not independent of society or law and order, and that all must contribute toward the maintenance of a well-ordered society. Basic to this contribution must be the acquisition of attitudes, understandings, and skills which equip one to interact with others and to meet society's demands.

The educable mentally retarded individual seldom has the capacity to become a leader in our society. He should, however, learn to become a responsible follower.

Although these pupils are usually unable to absorb the intricate details of governmental functions, they should be helped to understand those functions which relate to their

own and their families. This should be stressed rather than the rights of the individual.

By participating in civic and social functions, the individual will be required to assume responsibilities.

A responsible citizen should be guided toward the proper use of the various sources of information.

Mentally retarded individuals should be helped to understand the services available from social service agencies. For this purpose, the individual should be made a responsible and reputable citizen.

V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

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learn early in life
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follower.

e to absorb the
ions, they should be
ich relate to their

own and their family's personal welfare. General concepts should be stressed rather than complex details.

By participating in school elections, student council, athletics, and social functions the pupil can practice those skills which will be required of him when he becomes an adult citizen.

A responsible citizen is an informed citizen. These pupils should be guided toward the use of radio, television, and newspapers as sources of information.

Mentally retarded individuals will probably need more assistance from social service-type organizations than will the average citizen. For this reason they should become familiar with services available and procedures for applying for assistance from reputable and responsible resources.

72--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior High Le
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add following:

A. Democratic Living at Home

My Responsibilities

assume some responsibility for simple chores such as setting the table, emptying the garbage, etc., under supervision	assume responsibility for home chores	assume duties as of the family as of home or siblin
begin to recognize and respect the rights and property of others	recognize and respect the rights and property of others	share with siblin rest of family
obey parents and other adults	respect parents and other adults	
follow home rules and begin to understand the necessity for rules	accept home rules	respect family cu

My Rights and Privileges

satisfaction of basic physical and emotional needs	help plan family affairs	participate in fa discussions and decisions
provision for physical and emotional security		
membership in family group		

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

My Responsibilities

assume responsibility for
home chores

assume duties as a member
of the family as for care
of home or siblings

know basic structure of
the family and assume
adult role in family
living

recognize and respect
the rights and property
of others

share with siblings and
rest of family

respect parents and
other adults

accept home rules

respect family customs

develop awareness of need
for family customs; i.e.,
in the fostering of
loyalty, respect, and
strength of the family
unit

My Rights and Privileges

help plan family affairs

participate in family
discussions and
decisions

understand one's role in
family planning and decision
making

expect one's own judgments
and thoughts to be respected
and given consideration

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
B. Democratic Living at School		<u>My Responsibilities</u>	
	begin to understand the necessity of regular attendance	understand necessity for regular attendance	assume responsibility for
	obey teacher and other adults	respect teacher and other adults	show respect in all
	obey rules and regulations	begin to understand that rules and authority exist for the protection and welfare of everyone	understand and follow the rules
	accept the fact that rules are necessary		
	become aware of consequences of disregarding rules	begin to understand that breaking rules involves and endangers oneself and others	understand rule and endanger others
		understand why one is expected to follow the direction of authority	
	begin to develop self-control	exercise self-control in some situations	express self-control in social situations

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES-- 73

Level	Intermediate Level	Junior High Level	Senior High Level
following erstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>My Responsibilities</u>			
stand the egular	understand necessity for regular attendance	assume responsibility for regular attendance	know the values to be gained from school
nd other	respect teacher and other adults	show respect for those in authority	appreciate need to show respect and courtesy for those in authority
regula-	begin to understand that rules and authority exist for the protection and welfare of everyone	understand that rules and authority exist for the protection and wel- fare of everyone	appreciate need for rules and authority
t that ssary			
f conse- regarding	begin to understand that breaking rules involves and endangers oneself and others understand why one is expected to follow the direction of authority	understand that breaking rules involves and endangers oneself and others	be aware of consequences of one's actions
op self-	exercise self-control in some situations	express feelings in socially acceptable way	accept responsibility for one's actions

74--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
begin to understand one's heritage--	understand one's heritage--	recognize contributions made to our culture by various ethnic groups
associate a few well-known persons and stories with holidays and festivals	begin to be familiar with famous Indian, Negro, Spanish-Mexican, and other ethnic groups who contributed to our culture	become familiar with contributions of various ethnic groups to early history of Oakland and to current life
begin to participate in patriotic customs--	participate in patriotic customs--	
pledge allegiance to the flag	know pledge of allegiance to the flag	understand the meaning of the pledge of allegiance to the flag
sing patriotic songs	begin to have some understanding of activities and customs associated with national holidays	
behave properly in patriotic situations	take active part in celebration of holidays such as classroom or assembly programs	

Intermediate Level

Junior High Level

Senior High Level

Continue primary level as needed and add the following:

Continue previous levels as needed and add the following:

Reinforce previous levels and add the following:

understand one's heritage--

begin to be familiar with famous Indian, Negro, Spanish-Mexican, and other ethnic groups who contributed to our culture

become familiar with some of the great Americans of various origins and ethnic groups

participate in patriotic customs--

know pledge of allegiance to the flag

begin to have some understanding of activities and customs associated with national holidays

take active part in celebration of holidays such as classroom or assembly programs

recognize contributions made to our culture by various ethnic groups--

become familiar with contributions of various ethnic groups to early history of Oakland and California and to current events

understand the meaning of the pledge of allegiance to the flag

appreciate contributions made to American culture by various ethnic groups in fields of government, politics, economics, and social mores

observe national holidays on own initiative by proper display of flag, participation in community activities, and the like

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con f as e fol
B. Democratic Living at School (continued)		begin to understand concepts of loyalty, dependability, and trust	str dep wor
		develop loyalty toward peer groups	dev and sp
	become aware of one's citizenship rights, responsibilities, and privileges--	begin to understand school government and organization--	und pat (s
	develop an awareness of the rules set down by authority in the classroom and school	know and obey school rules	
	share in making the rules in the classroom	help develop classroom rules	
	participate in making some simple group choices	use democratic methods to make choices	
	recognize that the decision of the majority will prevail	begin to vote by simple classroom ballot, show of hands, oral expression	
	begin to be aware that people vote	has some knowledge of the elective process	und is as of

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES-- 75

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- ards:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	begin to understand concepts of loyalty, dependability, and trust	strive to be loyal, dependable, and trust- worthy	realize the importance of being loyal, dependable, and trustworthy
	develop loyalty toward peer groups	develop loyalty to class and to school; school spirit	be loyal toward peer groups, team, class, school, etc.
One's rights, duties, and	begin to understand school government and organization--	understand and partici- pate in government (school)--	assume initiative and responsibility by partici- pating in government (class and school)
Awareness set down in the school	know and obey school rules help develop class- room rules	learn respect for rules and authority figure	begin to relate school experiences in government to current events outside the school
Using the classroom	use democratic methods to make choices		know the mechanics of voting
In making group	begin to vote by simple classroom ballot, show of hands, oral expression		understand that the vote is sometimes used to change laws and regula- tions
at the the prevail	has some knowledge of the elective process	understand that voting is an obligation as well as a privilege (class officers)	know that there are different kinds of elections--primary, special, and general
aware that			recognize one's obligation to obtain information about the candidates

76--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Democratic Living at School (continued)			learn simple procedures
			learn to report work
			develop ability to participate in team, and school affairs
	become aware of need to care for school property-- books bulletin boards exhibits desks chalk board instructional materials	cooperate in the care of school property	use, appreciate for school property
	help with chores to keep room, school, and grounds neat and clean	develop pride in the appearance of room, school, and grounds	assume initiative in keeping room, and grounds clean
	put materials away when finished with them		
	learn to care for personal belongings		
	return lost articles		

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	learn simple parliamentary procedures	
	learn to report on committee work	
	develop ability and desire to participate in class, team, and student body affairs	
cooperate in the care of school property	use, appreciate, and care for school property	
develop pride in the appearance of room, school, and grounds	assume initiative in keeping room, school, and grounds neat and clean	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
B. Democratic Living at School (continued)	understand that instruction and educational materials are furnished by the school	<u>School's Responsibility to Me</u> understand that the school provides instruction in many areas, such as the 3 R's, keeping healthy, learning to get along with others, earning a living, etc.	understand that the school provides instruction in many areas, such as the 3 R's, keeping healthy, learning to get along with others, earning a living, etc.
C. Democratic Living in the Community	learn ways to help make the neighborhood a better place to work and play-- care for public and private property (don't carve or mar) avoid littering use sidewalks rather than lawns as walks leave play areas and public restrooms clean proper care for flowers and shrubs--no picking or damaging	<u>My Responsibilities</u>	take responsibility for property and other responsibilities

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES-- 77

Level	Intermediate Level	Junior High Level	Senior High Level
Following Understand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

School's Responsibility to Me

at instruc- tional furnished	understand that the school provides instruc- tion in many areas, such as the 3 R's, keeping healthy, learning to get along with others, earn- ing a living, etc.	understand that the school provides training in prevocational skills	understand that the school provides infor- mation and experiences pertaining to managing one's affairs in adult life
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My Responsibilities

help make od a better and play--	take care of public property; report damage
lic and erty (or mar)	respect public property and private property of others
ing	
s rather s walks	
reas and ooms clean	
for flowers no picking	

78--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
C. Democratic Living in the Community (continued)	<p>confine pets in own yard to avoid damage to other property</p> <p>learn to use community facilities properly--</p> <p>behave properly in public places</p> <p>obey safety and conduct rules in parks and public places</p>	<p>learn to use public library--</p> <p>how to borrow books</p> <p>be responsible for borrowed books</p> <p>respect rights of others using library; speak and move quietly</p>	<p>respect rights of patients in hospital; speak and move quietly</p> <p>learn proper use of public facilities--</p> <p>fire department police department recreation postal department telephone medical services Social Security education transportation</p> <p>show tolerance and cooperation, and respect for all ethnic groups in community</p>
	be aware that people are different in appearance and customs	begin to understand that all ethnic groups make a contribution to the community	

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

learn to use public
library--

how to borrow books

be responsible for
borrowed books

respect rights of others
using library; speak
and move quietly

be aware of and make proper
use of various community
facilities and services--

Vocational Rehabilitation
Welfare

clinics, hospitals
public utilities--

gas, water, telephone,
electricity, sewage
and refuse disposal

respect rights and needs
of patients in hospital;
speak and move quietly

learn proper use of
public facilities and
services--

fire department
police department
recreation department
postal department
telephone
medical services
Social Security
education
transportation

begin to understand that
all ethnic groups make a
contribution to the
community

show tolerance, consid-
eration, and respect for
all ethnic groups in the
community

develop pride for one's
own ethnic group and its
contribution to the
community

RIGHTS, PRIVILEGES, AND RESPONSIBILITIES-- 79

Primary Level	Intermediate Level	Junior High Level	Senior High Level
Understand the following skills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		begin to understand that one's own rights are assured only as long as the rights of all are protected	
Understand that one could know and the rights of the	begin to understand that laws are enacted to protect the rights and welfare of everyone	understand that laws exist for everyone's protection	appreciate the need for laws
Obey signs--	obey laws relating to traffic, curfew, property ownership (public and private), etc.	begin to know various laws that pertain to one's protection and security	know and obey basic laws associated with operating vehicles; use of tobacco, intoxicants and drugs; military service; voting; paying taxes
Wait at a red light on cross-			be aware of legal requirements pertaining to and services for-- Social Security birth certificate draft registration personal identification
Run in green or yellow light		know how and when to call for emergency aid-- police, ambulance doctor, neighbor	know how, when, and where to get help and advice of legal and social nature

80--RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
C. Democratic Living in the Community (continued)	know the name of the President of the United States and be able to identify his picture	<p>know that the President of the United States is the leader of the country</p> <p>know who is president</p> <p>realize that people elect the president</p> <p>become aware that the president plays some role in current events</p> <p>begin to be aware of qualifications individuals must have to hold class or school job</p> <p>develop an attitude of loyalty toward one's city, state, and country</p>	<p>learn about div authority and responsibilities</p> <p>select and elect officers</p> <p>understand that has an obligation to serve his country</p>

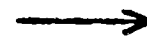
Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<p>know that the President of the United States is the leader of the country</p> <p>know who is president</p> <p>realize that people elect the president</p> <p>become aware that the president plays some role in current events</p> <p>begin to be aware of qualifications individuals must have to hold class or school job</p> <p>develop an attitude of loyalty toward one's city, state, and country</p>	<p>learn about division of authority and responsibilities</p> <p>select and elect class officers</p> <p>understand that an adult has an obligation to serve his country</p>	<p>understand his government--</p> <p>know basic structure of city, state, and federal governments</p> <p>understand that one must be willing to serve his country in any capacity suited to his abilities</p> <p>understand the role of a citizen</p> <p>understand difference between being a "natural born" and a "naturalized" citizen</p> <p>understand the meaning of-- immigration alien</p>

Primary Level	Intermediate Level	
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed and add the following:

C. Democratic Living
in the Community
(continued)

Community's Responsibilities to Me

be aware that the
community provides--
police protection
fire protection
community services--
place of worship
community and recreation centers and
areas
schools
post office
library
public transportation
power and light
water and sewerage
telephone
health services
(doctors, dentist,
hospital, clinic)
bank
Welfare



RIGHTS, PRIVILEGES, AND RESPONSIBILITIES-- 81

Level	Intermediate Level	Junior High Level	Senior High Level
e following nderstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Community's Responsibilities to Me

t the
ovides--
tection
ction
services--
worship
y and recrea-
enters and

ice

ransportation
d light
d sewerage
e
ervices
rs, dentist,
al, clinic)



employment services



Vocational Rehabili-
tation and employment
services

VI. FAMILY LIVING

The purpose of family living instruction is to help each individual to understand human relationships within his environment and to deal effectively with the problems involved within this relationship. The learning experiences should be those that require continuous application throughout the individual's school life, and should be applied at all levels of instruction.

Many Special Class children come from homes where inadequate and different standards of homemaking and family living exist. Some of these homes will not provide the training necessary for developing efficient homemakers. It thus becomes essential to equip Special Class pupils with the skills to function acceptably as a family member, the head of the household, or parent. Consequently, it is essential that the acquisition of habits, attitudes, skills, and information relating to varying family relationships be attained during the school life of the pupils. These include roles as a family member, homemaker, maintainer of the family residence, provider, and manager of family finances.

Particular stress must be placed on developing such skills as buying wisely, learning how to budget, understanding credit, sewing, cooking economical and nutritious meals, refinishing furniture, painting, making home repairs, and constructing certain household articles and furnishings.

One of the most important problems related to the complexity of homemaking and family living is child care. Despite the fact that many Special Class pupils are limited in academic attainment, they will marry and raise families. Society

will hold them and will exact certain standards of the efficient neighborhood and community. Pupils will need to understand families; and to guide children so that they have moral, and spiritual

The fact that home is difficult for them is of homemaking which offer. While there is with many of the evaluating information the complexities of the formidable task. Class program in homemaking, arts and cooperatively hand and concrete homemaking and

Successfully meeting will have far-reaching and his community

VI. FAMILY LIVING

tion is to help each
relationships within his
with the problems
The learning experi-
continuous application
life, and should be

will hold them responsible for the welfare of their families and will exact certain standards and duties which are essential to the efficient management of family living and acceptable neighborhood and community membership. As adults, most Special Class pupils will need to feed, clothe, and house themselves and their families; and they will also need to provide guidance to their children so that the development of acceptable patterns of ethical, moral, and spiritual behavior may result.

n homes where inadequate
g and family living
provide the training
memakers. It thus
lass pupils with the
amily member, the head
uently, it is essential
tudes, skills, and
ly relationships be
he pupils. These
memaker, maintainer
nd manager of family

The fact that homemaking has become extremely complex makes it difficult for the Special Class program to provide many aspects of homemaking which a more elaborate and intensified program might offer. While the Special Class program can provide these pupils with many of the necessary skills such as reading, measuring, evaluating information, and the more rudimentary homemaking skills, the complexities of modern successful homemaking become a formidable task. For this reason, it is necessary for the Special Class program and regular class elective subject areas, such as homemaking, arts and crafts, and industrial arts, to work closely and cooperatively in providing these pupils with the many first-hand and concrete experiences required of adults in successful homemaking and family living.

developing such skills
dget, understanding
nd nutritious meals,
ing some repairs, and
les and furnishings.

Successfully meeting the continuing life problem of family living will have far-reaching positive effects on the pupil, his family, and his community during both his in-school and post-school life.

related to the complexity
child care. Despite the
are limited in academic
e families. Society

84--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Nature of the Family*			
1. What is the family for?	<p>understand that children in the classroom come from families of different races and have different customs</p> <p>understand that one's family protects him and provides physical necessities such as food, clothing, shelter, health care</p> <p>understand that one's family provides love and an opportunity to learn the roles of adult family members</p>	<p>understand that basic biological function of reproduction is a part of family life</p> <p>→</p> <p>understand that the family is the source of love, support, and protection</p> <p>understand that the family provides training in--</p> <p>acceptable behavior</p> <p>self-control</p> <p>spiritual values</p>	<p>understand that family members pass along their children's physical characteristics (heredity) and patterns of doing things (cultural patterns, traditions)</p> <p>understand that family is important in many ways to the individual, the community, and society; and that the family unit is most desirable when kept intact--</p> <p>to provide adequate support, protection, and love</p> <p>to provide adequate emotional security, training in self-discipline, and patterns of behavior to emulate</p>

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<p>understand that basic biological function of reproduction is a part of family life</p> <p>→</p> <p>understand that the family is the source of love, support, and protection</p> <p>understand that the family provides training in--</p> <p>acceptable behavior</p> <p>self-control</p> <p>spiritual values</p>	<p>understand that family members pass along to their children both physical characteristics (heredity) and preferred ways of doing things (cultural patterns and traditions)</p> <p>understand that the family is important in many ways to the individual, the community, and society; and that it is most desirable for the family unit to be kept intact--</p> <p>to provide adequate support, protection, and love</p> <p>to provide adequate emotional security, training in self-discipline, and adult patterns of behavior to emulate</p>	<p>understand that the family--</p> <p>reproduces the race, with its distinctive physical, mental, and social characteristics</p> <p>should make it possible for the individual to be productive</p> <p>should provide emotional security and satisfaction--</p> <p>emotional, intellectual, spiritual, and social development</p> <p>patterns of adult roles for imitation by children</p> <p>opportunity to love and to work--discipline (and self-discipline), control education, training</p>

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:
A. Nature of the Family (continued)	<p>understand that the family has rules one must obey---</p> <p>obey parents and other adults</p> <p>tell the truth, don't steal, be polite, etc.</p> <p>understand that everyone in the family has his own job to do</p>	<p>→</p> <p>respect law and take care of property</p> <p>understand that each member of the family shares in work as well as in the material things provided</p>	<p>to it dr it</p> <p>to wa li</p> <p>unde plan for life</p>
	<p>be aware that the family has many friends in the community--</p> <p>neighbors mailman policeman grocer doctor church leader</p>	<p>→</p> <p>employment agencies Welfare Office library public recreation agencies</p>	<p>to ta pe ni</p>

el	Intermediate Level	Junior High Level	Senior High Level
llowing stand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
the one	→ respect law and take care of property	to assume responsibil- ity for teaching chil- dren moral and spir- itual values-- honesty fair play obedience sincerity respect for others	provides socially desirable character training-- moral and ethical standards conscience respect for law respect for rights of others respect for prop- erty of others
nd other			
, don't te, etc.			
everyone s his own	understand that each member of the family shares in work as well as in the material things provided	to establish an orderly way of living; estab- lish a time for-- meals, work, school, recreation, vacation, sleeping understand that family planning is a necessity for harmonious family life	helps to maintain order-- divides responsi- bilities and tasks among its members distributes money and other material things
the family in the	→ employment agencies Welfare Office library public recreation agencies	to establish and main- tain contact with people in the commu- nity-- church business clubs agencies friends neighbors school	provides day-to-day continuity so that acceptable social patterns can be learned and main- tained

86--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

A. Nature of the Family
(continued)

2. What does it take to make a family strong?

be aware that families are made up of varying numbers of people and that not all families have the same composition, such as--

numbers of adults--
grandparents
parents
adult-siblings

numbers of children--
brothers
sisters
foster children

be aware that the term "family" also includes some persons not living in the home--
aunts, uncles,
cousins, others

be aware that family composition is ever-changing--
birth
marriage
separation
death

begin to understand some of the adaptations that must be made when family structure changes

understand that family structure circumstances may have either positive or negative effects upon family members--

death or leaving home
either parent's
marriage of adult
siblings
remarriage of a
parent
continued illness
accidents of a
member
loss of jobs, job promotion
educational improvement
acceptance or rejection
of family by members and community

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

helps develop sound
relationships between
its members and the
community--

share assets,
interests, aspira-
tions, and problems
with others outside
the home

be aware that family
composition is ever-
changing--

birth
marriage
separation
death

begin to understand some
of the adaptations that
must be made when family
structure changes

understand that changing
family structure or
circumstances may have
either positive or nega-
tive effects upon its
members--

death or leaving of
either parent
marriage of adult-
siblings

remarriage of either
parent
continued illnesses or
accidents of any
member

loss of jobs, property
job promotion
educational improvements
acceptance or rejection
of family by neigh-
bors and community

understand that each family
is unique, with the poten-
tial to grow, change, and
develop

understand that there are
many elements which help
promote development of
loving, understanding, and
socially useful adults--

basic material needs--
food, clothing,
shelter, medical care

moral and ethical values

reasonable goals--
day-to-day
long-range
family or individual

	Primary Level	Intermediate Level	J Le
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll

A. Nature of the Family
(continued)

FAMILY LIVING-- 87

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following: individual responsi- bility-- parent-child balance between inter- dependence and independ- ence-- unity without uni- formity positive feelings of mutual love and respect which are stronger than negative feelings toward one another-- expressions of anger can occur without damaging family ties family supports a member in trouble without necessarily approving of his behavior open and adequate commu- nication between members development of interest in and concern for other people

88--FAMILY LIVING

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

B. Varying Family Relationships

1. Roles and responsibilities of various members of the family (without value judgments)

See section III. UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS

See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

Self

help parents by cooperative and ing help with h duties

help care for y children

perform assigne willingly and p ciently

Siblings

understand that adults try to keep children well and keep them safe from harm

older sibling: understand that young children are less capable and need tolerance, protection, help, and supervision

help parent care for less capable children

understand some physical needs children

take care of yo in the home whe are absent

Intermediate Level

Junior High Level

Senior High Level

Continue primary level as needed and add the following:

Continue previous levels as needed and add the following:

Reinforce previous levels and add the following:

Self

See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

See section V. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES

understand that the role of a child and young adult is to--

help parents by being cooperative and by sharing help with household duties

share in home tasks
understand and respect authority of parents
adjust to family income and needs
understand family customs
sometimes help to earn money

help care for younger children

perform assigned tasks willingly and proficiently

understand the family role one will assume in the future

Siblings

older sibling: understand that young children are less capable and need tolerance, protection, help, and supervision

help parent care for less capable children

understand some of the physical needs of younger children

take care of younger child in the home when parents are absent

perform efficiently the functions necessary to good child care

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cor as fo
B. Varying Family Relationships (continued)	See following section	<u>Parents</u> See following section	See

1	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Parents

ction	See following section	See following section	understand that parents should--
			provide love and compan- ionship
			provide material needs-- shelter (home; place to live), clothing, food
			provide spiritual devel- opment and religious training
			provide educational experiences and oppor- tunities
			provide recreational opportunities and social development
			teach children democratic living
			teach children considera- tion for others (manners and courtesy)
			provide healthful living conditions and teach chil- dren proper health habits

90--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Varying Family Relationships (continued)		<u>Mother</u>	
	understand that the role of the mother includes-- cooking and cleaning washing and ironing caring for children sewing and mending caring for sick members of the family working outside the home help teach and discipline children	→ keeping home attractive planning meals and marketing planning family activities	→ care of the care and training of children roles budgeting and saving
		<u>Father</u>	
	understand that the role of the father includes-- working at a job helping around the house (make minor repairs and care for the yard) planning family activities help teach and discipline children	→ work to earn money (be aware of various types of work; community helpers) help around the house (handle garbage and trash and care for tools in the home) care for and maintain car →	→ providing for the needs of the family training of adults

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Mother

→
keeping home attractive
planning meals and
marketing
planning family activi-
ties

→
care of the home
care and training of
children for adult
roles
budgeting and market-
ing

→
homemaking
care of children
sometimes help husband
in role of provider
help represent the
family in community
affairs
assist young adult chil-
dren to make career
decisions

Father

→
work to earn money (be
aware of various types
of work; community
helpers)

help around the house
(handle garbage and
trash and care for tools
in the home)

care for and maintain
car

→
providing income for
the needs of his
family

→
training of children
for adult roles

→
cooperate with mother in
providing love, compan-
ionship, and guidance to
children

help wife in role as
homemaker

represent the family in
community affairs

assist young adult chil-
dren to make career decisions

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
B. Varying Family Relationships (continued)	Same as preceding section	<u>Guardian</u> Same as preceding section
2. Similarities and differences between families	<p>understand that children in the class come from families who have different customs</p> <p>understand that families differ in their number of children or parents in the home</p> <p>understand that one parent sometimes plays both roles (mother and father)</p> <p>begin to understand the concept of problem solving within family structure</p>	<p>understand that children in the class come from families who represent different races</p> <p>understand that families differ in the number of other relatives present in the home</p> <p>→</p> <p>be aware of the way problems are solved in one's own family</p>

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>Guardian</u>			
ding section	Same as preceding section	Same as preceding section	Same as preceding section
at children ccme from have differ-	understand that children in the class come from families who represent different races	understand that races of people differ in some of their physical charac- teristics and cultural patterns	begin to understand the concepts of heredity and environment and the part each plays in human behavior
at families ir number of arents in	understand that families differ in the number of other relatives present in the home	→	→
at one mes plays other and	→	understand that in some families young adults must assume adult respon- sibilities earlier than in other families	→
rstand the oblem n family	be aware of the way problems are solved in one's own family	be aware that different families solve problems in different ways	develop family problem- solving techniques appro- priate to one's abilities and social situation

92--FAMILY LIVING

	Primary Level	Intermediate Level	Junior I
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:
B. Varying Family Relationships (continued)			
3. Changes that affect the family	be aware of the changes in family routine when a baby is born	be aware of changes that occur as the number in the family changes-- when a baby arrives when other relatives come and go when one or both parents leave	understand roles and change as up
		understand that the entire family is affected if father is not working	accept some the family when father employed an added, necessities
4. Effect of families on their membership	understand that one is affected by-- type of family he lives in (size, composition, culture) one's place in family	→ family's goals, beliefs, values, and spiritual assets sibling and parent-child relationships various family experiences	→ personal family me

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

be aware of changes that occur as the number in the family changes--
when a baby arrives
when other relatives come and go
when one or both parents leave

understand that the entire family is affected if father is not working



family's goals, beliefs, values, and spiritual assets

sibling and parent-child relationships

various family experiences

understand that family roles and activities change as children grow up

accept some of the ways the family is affected when father is not employed and assume some added, necessary responsibilities



personality of various family members

understand the life cycle of a family

understand some of the ways the family is affected by the wage earner's working conditions, wages, temporary unemployment, job promotions, etc.

understand and adjust to the varying personalities and circumstances within one's family structure

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol

C. Dwellings

1. Types of dwellings	be aware of various types of dwellings-- one-family duplex apartment housing units trailer home	become familiar with home construction materials-- brick, stone lumber stucco concrete aluminum	bec ous of of- h p e r s i
2. Effect of residence on the family	understand that families live in different kinds of homes and neighborhoods-- house, apartment residential commercial farm, city	→	beg rel whe the sui t c c
	identify various rooms in the home and their use-- living room dining room kitchen bedroom family room laundry	be aware that some homes have more rooms than others and that the greatest difference may be in the number of bedrooms	beg eff one the

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
various types of houses	become familiar with home construction materials-- brick, stone lumber stucco concrete aluminum	become familiar with vari- ous structural components of a home, such as type of-- heating plumbing electrical service roofing siding foundation	be able to make adjust- ments regarding most appropriate type of dwell- ing for one's own family use and convenience
at families of different kinds of neighbor- hoods development	→	begin to understand the relationship between where a family lives and the interests and pur- suits of its members-- urban, rural climate zones community neighbors	begin to make judgments regarding appropriate locations for living, depending on such things as-- location of job climate family interests economic resources
various rooms in their use--	be aware that some homes have more rooms than others and that the greatest difference may be in the number of bed- rooms	begin to understand the effect of the size of one's home in relation to the number in the family	

94--FAMILY LIVING

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pro as needed ar following:
C. Dwellings (continued)	respect the desire of others for privacy	understand the need for privacy begin to identify oneself and family with the community in which one lives	understand t ship of the home to priv member understand t family is ic others with nity
D. Homemaking			
1. Care and maintenance	be aware of workers who help build and maintain houses-- carpenter plumber electrician painter begin to appreciate one's home and to have pride in it begin to understand the importance of having a home	→ roofer plasterer cement worker tiler paper hanger take pride in helping to maintain classroom facility and relate activities to home environment	begin to dis of workmansh relate Speci Homemaking, Industrial A ties to a wi of chores as with caring taining the

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
understand the need for privacy.	understand the relationship of the size of one's home to privacy for each member	
begin to identify oneself and family with the community in which one lives	understand that one's family is identified by others with the community	understand that, just as the family exerts an influence on the community, the community in which one lives has an influence on his family
→ roofer plasterer cement worker tiler paper hanger	begin to discern quality of workmanship	understand the importance of establishing and maintaining a home
take pride in helping to maintain classroom facility and relate activities to home environment	relate Special Class, Homemaking, Art, and Industrial Arts activities to a wide variety of chores associated with caring for and maintaining the home--	→ assume some initiative in the routine care and maintenance of the home

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as follows:

D. Homemaking
(continued)

	begin to understand simple concepts of property rights and responsibilities	accept responsibility for chores around classroom and relate to "housekeeping" activities in the home	
2. Meal planning and preparation	<p>know names of common foods</p> <p>know sequential order of meals and which foods are associated with them</p> <p>accompany adult to store to buy food</p>	<p>understand importance of eating three regular meals daily</p> <p>know appropriate foods for meals</p> <p>begin to make food purchases independently at neighborhood stores</p>	<p>understand value of</p> <p>begin to queue</p>

Level	Intermediate Level	Junior High Level	Senior High Level
following erstand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		outside-- yard, garbage, windows, siding (simple repairs)	
		inside-- house cleaning care of furnishings replace fuses storage organization make simple repairs	
stand s of s and es	accept responsibility for chores around classroom and relate to "housekeep- ing" activities in the home		assist in less routine tasks, such as-- washing walls painting selection of furnishings
common	understand importance of eating three regular meals daily	understand the nutritional value of certain foods	plan nutritious meals
l order hich foods with	know appropriate foods for meals		
t to store	begin to make food pur- chases independently at neighborhood stores	begin to understand how to shop for food-- quality economy	develop skill in buying nutritious foods economi- cally

96--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
D. Homemaking (continued)	begin to assist in the preparation of simple foods-- wash fruit and vegetables before eating	plan economic snacks and simple meals; prepare with some supervision	prepare a full some supervisory
	assist in the storage of food items	recognize foods that need refrigeration, closed container, or dry storage	store foods appropriate to maintain freshness
	wash hands before handling foods	assist in keeping work area and utensils clean	understand the of cleanliness handling of food
	set the table with some supervision	set the table independently	begin to develop serving meals
	begin to learn and use good basic table manners	practice good table manners	→
3. Clothing	begin to take care of clothing--	assume responsibility for daily care of clothing--	develop some skills sewing, mending washing (hand machine) drying (line ironing dry cleaning cleaners)
	know how to hang up clothing properly	put clothes in proper places	
	attempt to keep clothing neat and clean	change apparel to suit activity	
	know to wear apron or smock when doing messy work	assist in hand laundry activities	understand that fabrics and leather require different care

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
plan economic snacks and simple meals; prepare with some supervision	prepare a full meal with some supervision	plan and prepare balanced, nutritious meals
recognize foods that need refrigeration, closed container, or dry storage	store foods appropriately to maintain freshness	know the value of leftovers and how to prepare them
assist in keeping work area and utensils clean	understand the importance of cleanliness in the handling of food	know adequate sanitary measures in handling and preparing food
set the table independently	begin to develop skill in serving meals	serve meals skillfully
practice good table manners	→	→
assume responsibility for daily care of clothing--	develop some skill in-- sewing, mending washing (hand and machine)	show initiative and proficiency in keeping clothing clean and mended
put clothes in proper places	drying (line and drier) ironing	make some clothing for self and others
change apparel to suit activity	dry cleaning (co-op or cleaners)	have some knowledge of fabrics and leather and their care
assist in hand laundry activities	understand that different fabrics and leather goods require different care	

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as required following:
D. Homemaking (continued)	<p>know to change school clothes for play clothes at home</p> <p>begin to know what clothing is suitable for different activities and weather</p>	<p>sew buttons on</p> <p>do simple hand sewing</p> <p>assist in selection of own clothing during purchase for daily wear</p>	<p>with selection (purchase for student quality products)</p> <p>record design dress</p>
4. Furnishings	identify furniture in relation to various rooms	<p>develop an appreciation for suitable furnishings</p> <p>learn simple care of furnishings</p>	<p>assist of selection and rating</p> <p>assist in selection</p>

FAMILY LIVING--- 97

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
school day e	sew buttons on do simple hand sewing		
at cloth- for ties and	assist in selection of own clothing during pur- chase for daily wear	with some supervision, select own clothing (purchases) with regard for-- style quality price recognize and accept desirable standards of dress	plan for and select own clothing dress neatly and suitably for different occasions know the value of rotating clothes and shoes
re in ous rooms	develop an appreciation for suitable furnishings learn simple care of furnishings	assist in the selection of suitable furnishings and materials for deco- rating assist with simple refin- ishing procedures	develop good taste in selection of furnish- ings-- quality, color, style, practicability refurbish some furniture with little supervision

98--FAMILY LIVING

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
5. Appliances	identify and know uses of various home appliances-- stove refrigerator washer, dryer vacuum cleaner iron small kitchen appliances radio, television record player sewing machine	operate simple appliances properly with supervision-- iron hot plate tape recorder record player television radio	operate independently learn to clean stove refrigerator washer dryer small kitchen appliances
6. Utilities	identify various utilities used in the home-- electricity water gas telephone	understand the importance of various utilities to-- comfort health convenience safety	know sources water gas electricity telephone service sewer service
7. Family and child care	understand that younger children need help and supervision help parent or teacher care for less capable children	begin to develop awareness of and tolerance for the incapacities of less mature children help care for less mature children in classroom, bathroom, lunchroom, and playground	recognize the needs of children in school and social situations children with food and feeding problems clothing playthings

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<p>operate simple appliances properly with supervision--</p> <p>iron</p> <p>hot plate</p> <p>tape recorder</p> <p>record player</p> <p>television</p> <p>radio</p>	<p>operate independently and learn to clean--</p> <p>stove</p> <p>refrigerator</p> <p>washer</p> <p>dryer</p> <p>small kitchen appliances</p>	<p>assume initiative in cleaning home appliances</p> <p>know when professional repairs are necessary and where to obtain them</p> <p>have a general idea of the cost of various appliances</p>
<p>understand the importance of various utilities to--</p> <p>comfort</p> <p>health</p> <p>convenience</p> <p>safety</p>	<p>know sources of supply--</p> <p>water</p> <p>gas</p> <p>electricity</p> <p>telephone service</p> <p>sewer service</p>	<p>understand that fees are involved in securing public utilities</p> <p>know how to have service started, discontinued</p> <p>know where to call for maintenance service</p>
<p>begin to develop awareness of and tolerance for the incapacities of less mature children</p> <p>help care for less mature children in classroom, bathroom, lunchroom, and playground</p>	<p>recognize the difference in needs of infants, pre-school and school-age children with regard to--</p> <p>food and feeding</p> <p>clothing</p> <p>playthings and games</p>	<p>perform functions of child care efficiently</p> <p>understand and assume the responsibilities of a baby-sitting job</p> <p>know how to get medical advice for children</p>

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:
D. Homemaking (continued)		help dress and undress younger children

obey and be respectful to adults in one's home and school

respect the rights and needs of others in the home and school

8. Family health

See section I. HEALTH
IN DAILY LIVING

See section I: HEALTH
IN DAILY LIVING

FAMILY LIVING-- 99

1	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	help dress and undress younger children	recognize the different aspects of managing a child-- rest meals discipline safety comfort know what to do in case of emergency	understand some of the responsibilities of parenthood know importance of teach- ing young children-- honesty fair play obedience sincerity respect for others understand the importance of prenatal care
respectful to home and	respect the rights and needs of others in the home and school	recognize and respect the needs of other adults in the home for-- privacy quiet companionship	understand the physical and emotional needs of elderly people in the home for-- responsibility recreation special health care
<u>HEALTH</u>	See section I: <u>HEALTH</u> <u>IN DAILY LIVING</u>	See section I. <u>HEALTH</u> <u>IN DAILY LIVING</u>	know how to obtain and take care of necessary medical records

VII. EARNING A LIVING AND MANAGING MONEY

Although instruction in the area of earning a living and managing money has its culmination in efficient vocational and social competence at the adult level, many of the habits, attitudes, and skills essential for success in this area have their beginnings early in the school experiences of the pupil. The area of earning a living and managing money is one of the most important in the educational program for Special Class pupils because it concerns itself with preparing youth to adjust successfully to the demands of employment and economic self-sufficiency. The development of a school program leading to vocational competence and successful occupational adjustment is therefore a necessity.

While specific skills for specific jobs in the occupational areas most commonly open to Special Class pupils can usually be successfully attained during a relatively short training period, the numerical skills, work habits and attitudes for successful personal relationships required for job attainment and retention must begin early in the pupil's school experiences and continue throughout his school life.

The learning of fundamental arithmetic skills has been included at the end of this section because it was thought their practical application more closely related to this area. In using this course of study, the teacher therefore will need to relate fundamental arithmetic skills to the attitudes, understandings, and skills presented in parts A and B of this

section so that the unique situations becomes a current

The school faces a tremendous task in the area of work that these pupils are to overcome this problem. A living has been initiated through a work-study program offered by employers, and the community type of work best suited to occupational endeavors in the cooperative agreement with Rehabilitation and the community its great importance in the opportunity to assist Special objectives of economic and developed occupational pupils, at the completion adequately the continuing managing money. It should be aware of their responsibilities and benefits of gainful employment. It prepares these pupils to be members of society does significant service.

EARNING A LIVING AND MANAGING MONEY

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section so that the unique relationship of facts to their appli-
cations becomes a current as well as a continuing process.

The school faces a tremendous problem in bringing about a real-
istic pupil-parent-employer-community understanding of the kinds
of work that these pupils can successfully perform. To assist
in overcoming this problem, the work-study phase of earning a
living has been initiated at the secondary school level. The
work-study program offers an opportunity for pupils, parents,
employers, and the community to select, assess, and determine
the type of work best suited for each pupil so that successful
occupational endeavors may result. It is at this stage that
the cooperative agreement between the Division of Vocational
Rehabilitation and the Oakland Unified School District assumes
its great importance in allowing all concerned a realistic oppor-
tunity to assist Special Class pupils toward attainment of the
objectives of economic self-sufficiency. Through a well-
developed occupational education program most Special Class
pupils, at the completion of school, should be able to meet
adequately the continuing life problem of earning a living and
managing money. It should also develop young adults who are
aware of their responsibilities as employees as well as the
benefits of gainful employment. The school program that pre-
pares these pupils to become self-sustaining and contributing
members of society does both the pupil and the community a
significant service.

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed and add the following:

A. Earning a Living

1. Why people work	begin to understand that--	begin to understand that--	understand work
	people are paid for work	people find satisfaction in work	for
	people work to get things they want	people work to get--	for
		essential needs (food, shelter, clothing)	
		luxuries (car, television, vacations, recreation)	
2. Different kinds of work (the dignity of all work)	begin to understand that all work is important	identify various community helpers and have some understanding of what they do for us	recognition
	begin to understand that different people do different kinds of work--		different skills and
	father works on a job		begin education for work
	mother does housework		
	child does schoolwork		

EARNING A LIVING AND MANAGING MONEY--101

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
stand	begin to understand that--	understand that people work--	understand that people work--
aid for work	people find satisfac- tion in work	for security	to improve self-image
to get want	people work to get-- essential needs (food, shelter, clothing) luxuries (car, tele- vision, vacations, recreation)	for additional needs-- more adequate housing better environment to own a home	to support the family to gain economic self- sufficiency to elevate standard of living for more personal free- dom in choices of liv- ing area, travel, edu- cation, recreation, etc.
stand that important	identify various commu- nity helpers and have some understanding of what they do for us	recognize the respecta- bility of all work	participate in work experience program-- <u>On Campus Work</u>
stand that le do dif- of work-- on a job housework schoolwork		differentiate between skilled, semi-skilled, and unskilled work begin to learn about educational requirements for different kinds of work	clerical assistant-- district office high school attendance office high school registrar's office high school counseling office

102---EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

A. Earning a Living
(continued)

perform simple tasks in the classroom

begin to see that classroom jobs are necessary

perform routine tasks inside and outside the classroom

understand what happens when jobs are not completed

participate in activities at cafeteria help library help operate moving tor, etc. messenger help teacher young child gardener's custodian's

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
perform routine tasks inside and outside the classroom	participate in some work activities at school-- cafeteria helper library helper operate movie projector, etc. messenger help teacher with young children gardener's helper custodian's helper	library helper duplication office assistant in vocational education-- tool and supply rooms assistant in student store assistant in nurse's office cafeteria helper ground maintenance assistant building maintenance assistant transportation assistant audio-visual technician assistant servicing coin-operated vending machines assistant in athletics department school laundry
- understand what happens when jobs are not completed		

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as fol

A. Earning a Living
(continued)

EARNING A LIVING AND MANAGING MONEY--103

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Off Campus Work

food preparation and
service--

dish washer
silverware washer
glass washer
pot washer

stock boy
vegetables man
butcher's helper
steward
saladman's assistant
third cook (short order)
porter
busboy
counter service man--
sandwiches
desserts
beverages
steam table
kitchen helper
bakery helper
waitress or waiter

motor vehicle operation and
general automotive service--

garage porter
garage handyman
carwash and wax helper
chauffeur
parking lot attendant

104--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

A. Earning a Living
(continued)

Intermediate Level

Junior High Level

Senior High Level

ng	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
----	---	---	---

gasoline station attend-
ant
mechanic's helper

building maintenance and
operation--

porter
doorman
handyman
elevator operator
relief man
janitor
window cleaner
house cleaner (walls,
rugs, windows, etc.)
garden equipment repair
and cleaning

personal service and miscel-
lanous jobs--

shoe shine
counter girl in shoe shop
shoe repair
porter
messenger
route man
package wrapper
hospital attendant
(orderly)
nurse's aide
practical nurse

Primary Level	Intermediate Level	Jur
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed and add the following:

A. Earning a Living
(continued)

EARNING A LIVING AND MANAGING MONEY--105

1	Intermediate Level	Junior High Level	Senior High Level
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

domestic service--
 general cleaner
 laundress
 housekeeper
 attendant for semi-
 invalid
 child care (baby-
 sitting)
 cook or cook's helper
 garden work
 hat-check girl
 watchman
 newsstand helper
 pet shop attendant

laundering, cleaning,
 dyeing--
 puller
 feeder
 folder--mangle
 starcher
 shaker
 sleever
 cuff and collar presser
 tagger
 dryer
 spotter

agriculture--
 farm laborer
 farm laborer--dairy
 nursery house attendant
 greenhouse attendant

106--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

A. Earning a Living.
(continued)

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

florist's helper
gardener--mowing, lawn
trimming
livestock farm laborer
poultry feeder
poultry killer
poultry picker
egg candler
fruit picker
fruit packer

printing--
helper

general factory work--
stock work
light machine operation
bench work
sorting
packing
floor service--messenger
machine shop helper
foundry work
ceramic or tile work

helper to--
excavator
bricklayer
carpenter
plasterer
plumber
painter
cement layer
fence builder

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:

A. Earning a Living
(continued)

3. Employee responsibilities

Attitudes and Work Habits

be willing to work

work willingly, without constant reminders

have
atti
will
on +

attempt new tasks

develop habits of punctuality and regular attendance

ur
to
pr
sc

keep trying when faced with failure or disappointment

complete a reasonable task

try to finish task on time

ur
ta
be

EARNING A LIVING AND MANAGING MONEY--107

	Intermediate Level	Junior High Level	Senior High Level
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			retail trade-- stock boy packer warehouseman county employee-- road construction street cleaning tree crews Department of Sanitation labor clerical-- filing typing receptionist stamping mailing and distributing

Attitudes and Work Habits

rk s t s faced disap-	work willingly, without constant reminders develop habits of punc- tuality and regular attendance try to finish task on time	have some knowledge of attitudes and habits that will help one get along on the job-- understand the impor- tance of regular, punctual attendance at school understand the impor- tance of doing one's best	continue to develop good attitudes and work habits-- begin work without urging be regular and punctual in attendance perform to best of one's ability understand the value of a job well done
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108---EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
A. Earning a Living (continued)	pay attention to safety		understand + tance of com job
	begin to work in groups	improve in ability to work in groups	
	get along with others	be able to initiate independent activity	be able to or with othe
	take care of toys and equipment		be courteous
	conserve materials	begin to learn about organization of time, effort, and task	
	clean up after finishing a job		
	<u>Interests</u>		
	know what one can do best	discover other things one would like to do	understand how interests may a future job

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
improve in ability to work in groups	understand the importance of completing a job	know and observe safety rules
be able to initiate independent activity	be able to work near or with others	help others
begin to learn about organization of time, effort, and task	be courteous	take care of equipment
		conserve materials and supplies
		be aware of employer expectancies and policies
		develop and maintain an attitude of loyalty to employer
<u>Interests</u>		
discover other things one would like to do	understand how present interests may relate to a future job	understand basic requirements for a variety of jobs within one's capabilities
		select some occupational field and gain experiences

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
A. Earning a Living (continued)		<u>Skills</u>	
	participate in activities to develop-- physical coordination-- large muscle small muscle	know basic activities related to various adult jobs	con pro rel
	academic skills-- readiness activities	begin to relate various skills to adult job activities	n p
	manipulative skills-- cutting, coloring drawing, pasting		
	tool skills-- safe use of simple tools-- scissors, pencils paint brush hammer, file C clamp, saw, broom brush, dustpan	→ brace and bits plane, screwdriver fasteners, sandpaper	r f c

EARNING A LIVING AND MANAGING MONEY--109

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>Skills</u>			
activities	know basic activities related to various adult jobs	continue to increase proficiency in skills related to job success-- academic manual dexterity physical coordination	improve hand skills find information needed to work efficiently know how to apply for a job-- application information forms courtesies interview techniques
coordination--	begin to relate various skills to adult job activities		
skills--			
coloring			
sting			
simple			
pencils	brace and bits plane, screwdriver fasteners, sandpaper	use and care for power tools and equipment	read, write, spell, and compute at level required for job aspiration listen with comprehension follow directions punctu- ally and precisely use vocabulary basic to pertinent job areas use leisure time appro- priately be aware of and able to use community agencies available for job assistance
sh			
file			
saw, broom			
stpan			

110--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

A. Earning a Living
(continued)

Value of Experiences

begin to see relationship between work in school and work out of school	appreciate various experiences and relate to future possibilities
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Abilities and Limitations

know what one can do himself and when he needs help	begin to recognize one's strengths and weaknesses as they relate to job potential	face facts concerning job requirements
See section III. <u>UNDERSTANDING ONESELF, ONE'S ENVIRONMENT, AND MANAGING PERSONAL AFFAIRS</u>		understand effect of health, training on one's suitability for various jobs
		evaluate personal characteristics in light of requirements

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Value of Experiences

begin to see relationship
between work in school
and work out of school

appreciate various work
experiences as they
relate to future work
possibilities

understand that school
experiences will be useful
in solving job problems

Abilities and Limitations

- begin to recognize one's
strengths and weaknesses
as they relate to job
potential

face facts concerning
job requirements

understand effects of
health, training, etc.,
on one's suitability for
various jobs

evaluate personal abili-
ties in light of job
requirements

know and accept limitations

know and accept abilities

work at assigned tasks;
overlook unrelated areas
or tasks

accept constructive criti-
cism with proper perspec-
tive

protect and maintain health

develop cheerful attitude
about work

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:

A. Earning a Living
(continued)

be aware of what attire is proper for various activities, such as an apron to paint, etc.

Appropriate Appearance

develop increasing awareness of appropriate ways to protect clothing while working

understand appropriate on

See
DAII

EARNING A LIVING AND MANAGING MONEY--111

Level	Intermediate Level	Junior High Level	Senior High Level
following understand- ills:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<u>Appropriate Appearance</u>			
that attire various such as an it, etc.	develop increasing aware- ness of appropriate ways to protect clothing while working	understand what attire is appropriate at school and on various jobs See section I. <u>HEALTH IN</u> <u>DAILY LIVING</u>	keep properly groomed develop the ability to make objective analyses of the cost, maintenance, and durability of fabrics in relationship to longevity, wear, appearance, and comfort understand the relation- ship of colors, designs, and sizes of clothing and accessories to the indi- vidual figure develop ability to choose attractive color combi- nations of clothing and accessories appropriate to the occasion develop the knowledge and desire to properly store all types of garments develop ability to deter- mine and use the proper cleaning agents and clean- ing technique for all types of clothing materials

112--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

A. Earning a Living
(continued)

Evaluation

begin to evaluate own work with help from adult	begin to accept constructive criticism regarding work	be aware of an basic guidelines evaluation of performance on attendance punctuality appearance cooperation-team work following tions care of mate. initiative task complet quality of loyalty
	begin to accept responsibility for making improvements where indicated in quality and quantity of work	profit from cc criticism

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

develop ability to select and use proper method of completing the laundering (spin, drip dry, press)

Evaluation

t	begin to accept constructive criticism regarding work	be aware of and apply basic guidelines for evaluation of one's performance on the job--	develop habit of evaluating oneself regarding--
	begin to accept responsibility for making improvements where indicated in quality and quantity of work	attendance punctuality appearance cooperation-- team work following instructions care of materials initiative task completion quality of work loyalty	knowledge of job-- knowledge of work proper use and care of tools familiarity with related tasks uses good judgment
		profit from constructive criticism	quality of work-- freedom from error neat work station thoroughness respect for materials
			quantity of work-- work output (daily unit output expected)

Primary Level	Intermediate Level	
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol

A. Earning a Living
(continued)

unc
to
goc
goc

EARNING A LIVING AND MANAGING MONEY--113

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following: work habits-- punctual regular attendance adhere to plant policy advise foreman of whereabouts stay on the job do not waste time observe safety pre- cautions work without close supervision attitudes-- considerate and coop- erative profit from suggestions willing to accept changes interest and initiative understand the importance to an employer of having good personal habits and good health assume initiative in acquir- ing and maintaining good personal habits and health-- appropriate dress well-groomed appearance no problem with alcohol no apparent new problems able to meet demands of the job evidence, acceptance and application of the con- cepts being taught

114--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previ as needed and following:

A. Earning a Living (continued)

4. One's future work

See section VI. FAMILY LIVING, page 90, on the roles of mother and father

begin to participate in simple home and school chores--
empty wastebaskets
set and clear the table
put away toys
put away personal belongings
keep desk neat and clean
clean up after crafts work

assume responsibility and initiative for routine home and school chores--
simple housekeeping chores
simple yard work
putting away supplies
cleaning cupboards, blackboards, desks

understand the experiences an time work in j school provide opportunities work

B. Concepts of Money Management

1. Budgeting

Budgeting Concepts

be aware that things are not free, someone must pay--
parent
self
school
taxpayer

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

assume responsibility and
initiative for routine
home and school chores--
simple housekeeping
chores
simple yard work
putting away supplies
cleaning cupboards,
blackboards, desks

understand that school
experiences and part-
time work in junior high
school provide training
opportunities for future
work

participate in and appre-
ciate value of work-study
program

Budgeting Concepts

understand that a budget is
a plan for spending and
saving money

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
B. Concepts of Money Management (continued)	be aware of the choice between saving and spending money received from earnings, gifts, and allowances	begin to allocate (to save and to spend) allowance and money earned by mowing lawns, doing chores, helping neighbors, operating paper route, etc. learn to handle money-- count money accurately make change handle lunch money handle bus fare lend and borrow money with discretion	learn money management skills-- school savings clothing allowance bus fare lunch money gifts entertainment

EARNING A LIVING AND MANAGING MONEY--115

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- :	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
choice and spend- ed from and	begin to allocate (to save and to spend) allow- ance and money earned by mowing lawns, doing chores, helping neighbors, operating paper route, etc.	learn to spend wisely money earned from after- school and summer jobs-- savings clothing, cosmetics bus fare lunches gifts entertainment	understand why people budget-- to live within one's income to provide for first things first to build a reserve fund to plan ahead to make wise choices
	learn to handle money-- count money accurately make change handle lunch money handle bus fare lend and borrow money with discretion		understand the goals of budgeting-- to accumulate funds for future use to meet regular and unexpected expenses to have money for pleasure to have money for investment to have money for a definite retirement plan

116--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior Hi
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed and following:

B. Concepts of Money Management (continued)

recognize sources of income such as--
allowance
gifts
pay for simple jobs

Main Sources of Income

—————>
allowance
gifts
continuing simple jobs--
paper routes
baby sitting
home chores

develop inde income from and summer j able for jun school stude baby sitte companion person custodial school business nursing hospital housewife' gardener's

Types of Expenditures

be aware of various types of expenditures which can be made from own income--
lunches
bus fare
entertainment--
hobbies

—————>
food--
lunches, snacks
bus fare
entertainment--
movies, sports,
hobbies

—————>
food--
lunches, clothing (items)
transporta
entertainm
movies,
travel,

	Intermediate Level	Junior High Level	Senior High Level
g	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Main Sources of Income



allowance
gifts
continuing simple jobs--
paper routes
baby sitting
home chores

develop independent income from after-school and summer jobs available for junior high school students--
baby sitter
companion for elderly person
custodial chores--
school
businesses
nursing homes
hospitals
housewife's helper
gardener's helper

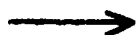
have some knowledge of adult income sources--
wages of parent
supplementary incomes from secondary job
supplementary incomes from family members
part-time work
other--
pensions
unemployment compensation
insurance benefits
interest (bonds, savings)
Social Security
investments (rentals, stocks)

Types of Expenditures

es
can
--



food--
lunches, snacks
bus fare
entertainment--
movies, sports,
hobbies



food--
lunches, snacks
clothing (accessory items)
transportation (bus)
entertainment--
movies, sports,
travel, hobbies

develop awareness and understanding of the wide variety of expenditures made from adult income; i.e., savings--
bonds (U. S. Savings)
life insurance
Social Security

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll
B. Concepts of Money Management (continued)	gifts-- friends, family Red Cross, church savings-- saving stamp plan	gifts savings	bc sa
	be aware of wide variety of items purchased for home and family-- foods furniture clothing housing recreation medical savings	begin to recognize which expenditures for home and family have priority over others, using previously learned categories, plus more detailed and personal use items	part fami ing chas nece

EARNING A LIVING AND MANAGING MONEY--117

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
family church	gifts savings	beauty aids-- cosmetics, barber and beauty shop savings for major items, gifts, and contributions	pension other savings or invest- ments
plan			taxes-- income--federal and state personal property school sales
e variety sed for --	begin to recognize which expenditures for home and family have priority over others, using previously learned categories, plus more detailed and personal use items	participate with other family members in select- ing priorities and pur- chasing some personal necessities	food-- groceries, milk, meat family meals out daily lunches out beverages between-meal indulgence business or social entertainment
			clothing-- new clothes for each member upkeep--cleaners, laundry, shoe repair
			shelter-- rent or mortgage payment taxes--property, school utilities equipment, supplies, maintenance of yard upkeep of house (paint- ing, etc.) insurance on property

118--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

B. Concepts of Money
Management
(continued)

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

health and personal
appearance--
 medical and dental costs
 drugstore purchases
 barber, beauty shop
 cosmetics
 health and accident--
 hospitalization
 insurance

transportation--
 automobile--
 purchase payment
 gas and oil
 license
 driver's license
 maintenance, repair
 insurance
 parking lot fees
 bridge tolls
 public transportation--
 bus, train, plane--
 cash for fares,
 tokens, tickets

recreation--
 vacation fund
 amusement--movies,
 sports, hobbies,
 newspapers, periodicals
 club dues
 fees for park and public
 facilities (camping,
 swimming, etc.)

	Primary Level	Intermediate Level	J
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Cont as n foll

B. Concepts of Money
Management
(continued)

2. Banking services	be aware of banks and have a general understanding of their function begin personal savings ("piggy bank")	develop habit of some regularity in savings understand deposits in a bank must precede withdrawals	know betw and open acco ence with
---------------------	---	---	---

3. Shopping techniques

Planning for Efficient Shopping

initiate experiences in shopping by accompanying adults, school excursions, simple classroom units, lunch and snack purchases	assume some responsibility for a variety of simple purchases participate in more elaborate classroom units related to shopping	plan of s re ma de
---	---	--------------------------------

EARNING A LIVING AND MANAGING MONEY--119

	Intermediate Level	Junior High Level	Senior High Level
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			advancement (employment and cultural)-- education travel
			miscellaneous-- union dues luxuries (non-essentials) maintenance of pets gifts--Christmas, birth- day, etc. allowances for children contributions--church, charity
and der- func-	develop habit of some regularity in savings	know the difference between checking accounts and savings accounts	understand and increase experiences with-- checking accounts savings accounts other banking services--
ings	understand deposits in a bank must precede with- drawals	open personal savings account and gain experi- ence in deposit and withdrawal procedures	safe deposit boxes loans advice on purchases

Planning for Efficient Shopping

aces in panying ursions, units, urchases	assume some responsi- bility for a variety of simple purchases participate in more elabo- rate classroom units related to shopping	plan and execute a variety of shopping activities-- read ads make shopping lists determine amounts to be spent in relation to funds available	list items needed at store and decide-- on what quality on what quantity where to buy when to buy
--	---	---	--

120--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

B. Concepts of Money Management (continued)

make judgment
ing priorit
quality

Use of Advertisements

begin to be aware of various advertisements, such as for toys, games, gifts

increase awareness of advertising--
clothing
foods
sporting goods
cosmetics
entertainment

read newspaper comprehension

be able to compare prices, quantities, quality of items or more advertisements

develop skill in telephone directory, yellow pages in products and services

Intermediate Level

Junior High Level

Senior High Level

Continue primary level as needed and add the following:

Continue previous levels as needed and add the following:

Reinforce previous levels and add the following:

make judgments regarding priorities and quality

know some advantages and disadvantages of shopping at sales

be cautious of misleading packaging and labeling

Use of Advertisements

increase awareness of advertising--
clothing
foods
sporting goods
cosmetics
entertainment

read newspaper ads with comprehension

be able to compare prices, quantity, and quality of item in two or more advertisements

develop skill in use of telephone directory and yellow pages in locating products and services

seek informative advertisements for comparative shopping

be alert to catchy wording in advertisements--
plus trade-in
as is, up to...
seconds, irregular

know when and how to use telephone in shopping--
use telephone directory
yellow page section
give adequate description of item
observe telephone courtesy

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
		<u>Value of Labels</u>	
B. Concepts of Money Management (continued)	understand that pictures and words on food packages tell what is in the package	become aware of labels attached to other products-- clothing cosmetics laundry supplies distinguish between different labels on the same type product	be to lab m s v
4. Learning how to buy wisely		<u>Food</u>	
	understand that food may be purchased in different kinds of stores-- supermarket neighborhood stores specialty stores-- fried chicken hamburgers ice cream pastries accompany adult in shopping for foods-- parents school excursions	begin to obtain experiences in making independent purchases participate in school planned food purchases in conjunction with units of classroom work-- parent teas classroom cooking parties	be exp mar pur s i s be Clas clas sch

EARNING A LIVING AND MANAGING MONEY--121

Level	Intermediate Level	Junior High Level	Senior High Level
Following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Value of Labels

to pictures of food pack- ages in the	become aware of labels attached to other prod- ucts-- clothing cosmetics laundry supplies distinguish between dif- ferent labels on the same type product	be aware of information to be gained from a good label-- name of manufacturer location of manufac- turer materials used (ingre- dients) size (or quantity) where manufactured	be aware of the use of misleading pictures and terms as inducements to buy products make objective judgments about products based on most factual information available
---	---	--	--

Food

to food may be different --	begin to obtain experi- ences in making inde- pendent purchases	be familiar with and gain experience in types of markets where food can be purchased-- supermarket independent market specialty stores such as a delicatessen	plan well-balanced meals check supplies to deter- mine staples and fresh foods that will be needed
to stores pres-- en	participate in school planned food purchases in conjunction with units of classroom work-- parent teas classroom cooking parties	be able to relate Special Class and homemaking class skills to out-of- school food shopping needs	understand that groceries may be paid for in cash, by check, food stamps, and through monthly billing
to in shop- --			know what kinds of checks are accepted in particular stores and how to have them cashed
sions			

122--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior Hig
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue prev as needed and following:

B. Concepts of Money
Management
(continued)

Clothing

begin to obtain experience in clothing purchases by accompanying parents and other adults on shopping trips	participate in selection of own clothing with regard to use, style, size	exercise inde judgment in minor items ing
---	--	---

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
		be aware of the importance of food grading-- standards for grading different grades of contents
		understand that fruits and vegetables must be fresh because they lose food value rapidly
		when buying meat, be familiar with kinds of meat, cuts of meat, and government grading
		avoid buying excessive bone and fat
		take advantage of "specials" in making purchases
<u>Clothing</u>		
participate in selection of own clothing with regard to use, style, size	exercise independent judgment in selecting minor items of clothing	select own clothing, taking into consideration-- needs occupation styles present wardrobe allowance

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
B. Concepts of Money Management (continued)	participate in classroom activities to increase awareness of various kinds and articles of clothing-- clothing scrapbook categorize clothing by seasons, weather	participate in classroom study units pertaining to variations in clothing according to climate, seasons, occupations, style, and special occasion	rel hom to pur dem se? pri sou knc per

Furniture and Major Appliances

begin to obtain experience in purchase of furniture and major appliances--

accompany adults
discuss pictures of furnishings related to room use

understand that furniture and appliances are sold in different kinds of stores--

furniture store
appliance store
department store
used-furniture store

use cla rel for use

EARNING A LIVING AND MANAGING MONEY--123

Level	Intermediate Level	Junior High Level	Senior High Level
Following standards	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Classroom increase in use of book thing after	participate in classroom study units pertaining to variations in clothing according to climate, seasons, occupations, style, and special occasion	relate Special Class and homemaking class skills to out-of-school clothing purchase demonstrate ability to select clothing appropriate for need and social occasion know accurate sizes of personal clothing	know personal sizes be familiar with various materials and what care different materials require

Furniture and Major Appliances

experience of furniture appliances	→		when buying furnishings consider-- what kind what price payment--cash, installment where to buy--new, used, discount house, want ads
types of related furniture are sold in store	→	use daily newspaper in classroom activities related to advertising for sale and purchase of used furnishings	when buying furniture consider-- quality construction finish of wood upholstery

124--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior H
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed as following:
B. Concepts of Money Management (continued)	participate in classroom activities to increase one's awareness of a variety of furniture and appliances and their uses	participate in classroom study units pertaining to origin of materials from which various household furnishings are made-- wood, steel, aluminum, copper plastic wool, cotton, hemp, nylon, rayon, etc.	relate Spec: homemaking, skills to f furnishing relate si of furnit space identify of wood, fabrics u ture, rug etc. estimate costs of be aware ment plan understand different c facture the appliance, cost and qu be familiar names of sc major manui

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<p>participate in classroom study units pertaining to origin of materials from which various household furnishings are made--</p> <p>wood, steel, aluminum, copper plastic wool, cotton, hemp, nylon, rayon, etc.</p>	<p>relate Special Class, homemaking, and woodshop skills to future home furnishing activities--</p> <p>relate size and amount of furniture to room space</p> <p>identify various kinds of wood, finishes, and fabrics used in furniture, rugs, draperies, etc.</p> <p>estimate approximate costs of various items</p> <p>be aware of time-payment plan of purchase</p> <p>understand that several different companies manufacture the same type of appliance, varying in cost and quality</p> <p>be familiar with the names of some of the major manufacturers</p>	<p>understand that used furniture in good condition is sometimes better buy than cheap new furniture</p> <p>when buying major appliances--</p> <p>understand that appliance purchase should be based upon need</p> <p>recognize "brand names" of good reputation</p> <p>be aware of risks involved in buying used appliances; insist on operating demonstration before purchase</p> <p>make inquiries regarding store's reputation for guaranteeing quality and furnishing service</p>

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
B. Concepts of Money Management (continued)			be ce

understand that items pictured in catalogues may be purchased by mail

become familiar with contents of catalogue through classroom use as source of illustrations for various categories of products

Buying From a Catalogue

develop increased awareness of information contained in catalogues--

size
color
material used in manufacture
cost

be
s
fi
v
l
P
C
C
W
f
f

EARNING A LIVING AND MANAGING MONEY--125

	Intermediate Level	Junior High Level	Senior High Level
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following: begin to understand con- cept of "guarantee"-- what exactly is guar- anteed for how long a time	Reinforce previous levels and add the following:
	<u>Buying From a Catalogue</u>		
Items Catalogues by mail with Catalogue use as- ious Products	develop increased aware- ness of information con- tained in catalogues-- size color material used in manu- facture cost	be familiar with names of some reputable mail-order firms use catalogue index to locate items participate in selection of personal items from catalogue with some assistance, fill out catalogue order form-- item number size color weight cost	be aware of some of the advantages and disadvan- tages of catalogue buying select items from cata- logue discriminating between similar items on basis of style, quality, and price appropriate to own needs fill out order form with minimum of assistance

126--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Concepts of Money Management (continued)	<p>begin to appreciate the automobile as a mode of transportation</p> <p>begin to be aware of different styles and types of automobiles in relation to their uses--</p> <p>passenger car</p> <p>taxicab</p> <p>truck</p> <p>bus</p> <p>fire engine</p> <p>racing car</p>	<p><u>Buying an Automobile</u></p> <p>understand that an automobile is both a necessity and a luxury</p> <p>begin to relate price and cost of operation to ability to pay</p> <p>increase awareness of different makes and styles of automobiles</p>	<p>understand the many expenses in owning an automobile</p> <p>purchase price</p> <p>annual license</p> <p>gasoline, c</p> <p>cation</p> <p>replacement</p> <p>tires</p> <p>repairs</p> <p>parking and</p> <p>tolls</p>

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Buying an Automobile

understand that an automobile is both a necessity and a luxury

begin to relate price and cost of operation to ability to pay

increase awareness of different makes and styles of automobiles

understand there are many expenses involved in owning an automobile--

purchase price
annual license, insurance
gasoline, oil, lubrication
replacement parts
tires
repairs
parking and bridge
tolls

recognize and assess need in relation to ability to pay

acquire information about car agencies--
new-car dealers
used-car dealers
private party

be aware of function of the auto Blue Book

know some of the things to look for in buying a used car and how to obtain expert advice

understand some of the ways to finance an automobile--
bank vs agency loans
terms
insurance requirements

know some ways to deal with or avoid pressure tactics--
comparative shopping
get assistance in understanding contract

	Primary Level	Intermediate Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:

B. Concepts of Money Management
(continued)

5. Buying on credit

begin to be aware of cash payment vs credit payment arrangements



EARNING A LIVING AND MANAGING MONEY--127

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- ards:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following: know and conform to legal requirements regarding transfer of title (legal transactions vs "stolen car" transactions)
Use of credit instruments	→	become aware that it is sometimes a convenience and a necessity to buy "on credit" understand one's respon- sibility to make payment when due understand purpose, value, and disadvantage of credit cards-- convenient need to carry less cash consequences of loss, theft, or illegal use	understand that "credit" means deferring all or part of the cost of an item until a specified later date know types of sales credit-- thirty day, ninety day same as cash, revolving charge know some of the advan- tages and disadvantages of a charge account know how to open and how to use a charge account know wise use and protec- tion of credit cards (do not lend; report loss immediately)

128--EARNING A LIVING AND MANAGING MONEY

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

B. Concepts of Money Management
(continued)

6. Buying on installment	be aware of installment purchasing	→	become aware of major purchases made with money understand one's responsibility to make payments when the begin to understand of the penalties of payment-- repossessions, added service charges, loss of credit
7. Borrowing money	be aware that it costs to borrow money	understand that when one borrows money, it must be repaid	understand that pay a fee plus when borrowing of money

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:



become aware that certain
major purchases may be
made with monthly pay-
ments

understand one's respon-
sibility to make pay-
ments when they are due

begin to understand some
of the penalties for non-
payment--

repossession
added service charge
loss of credit rating

know that installment buy-
ing is an arrangement
whereby the cost of a major
purchase is paid in small
equal amounts over a speci-
fied period of time; i.e.,
12 months, 2 years, etc.

understand difference
between charge accounts
and installment credit

know what things an
installment credit con-
tract should show

consider, before signing
an installment contract--
need vs ability to pay
job security

understand that when one
borrows money, it must
be repaid

understand that one must
pay a fee plus interest
when borrowing large sums
of money

understand--
borrowing is a form of
credit
how to obtain a loan
types of loans
where you can borrow
money

	Primary Level	Intermediate Level	Junior Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:

B. Concepts of Money Management
(continued)

8. Buying a home	understand that some people rent a house and some people own their house	increase awareness of types of homes, neighborhoods	begin how, and proper
	See section VI. <u>FAMILY LIVING</u>		participate keep a
			understand of a home investment

EARNING A LIVING AND MANAGING MONEY--129

Level	Intermediate Level	Junior High Level	Senior High Level
Following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following: guidelines for borrowing-- Do I need it? Can I repay it? Is this the amount I need? Am I borrowing at the lowest rate? Do I understand the contract? Truth in Lending (simple interest, etc.)
some house and their	increase awareness of types of homes, neigh- borhoods	begin to understand why, how, and when people pay property taxes	know some of the reasons for home ownership, rent- ing, government housing, and rent supplements
<u>FAMILY</u>		participate in home up- keep and repair understand that purchase of a home is a major investment	be aware of costs of home ownership-- loan payments (mortgage) taxes insurance upkeep be aware of importance of location of home-- near work, school, shop- ping, transportation, parks, etc. away from areas of exces- sive noise and confusion

130--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:

B. Concepts of Money Management
(continued)

9. Insurance

begin to understand concept of insurance, financial aid, sickness, accident, loss of property, employment

	Intermediate Level	Junior High Level	Senior High Level
ng	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
			<p>know what to look for inside and outside the house--</p> <p>basic structure</p> <p>evident needed repairs</p> <p>observe rules for wise buying--</p> <p>have a steady job first</p> <p>be sure of where you want to live for a long time</p> <p>study all extra costs of a home, besides payment</p> <p>get help of experts--</p> <p>real estate agent</p> <p>real estate appraiser</p> <p>lawyer</p> <p>have title insurance, property and mortgage insurance</p>
		begin to understand the concept of insurance as a financial aid in case of sickness, accident, death, loss of property or employment	<p>be aware of many kinds of insurance</p> <p>be aware of factors to be considered in selecting a desirable insurance agency</p>

Primary Level	Intermediate Level	Jun
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Contin as nee follow

B. Concepts of Money
Management
(continued)

Automobile Insurance

be awa
of ope
vehicl

Home Insurance

EARNING A LIVING AND MANAGING MONEY--131

Level	Intermediate Level	Junior High Level	Senior High Level
following derstand- lls:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Automobile Insurance

be aware of consequences
of operating uninsured
vehicles

be aware of various aspects
of automobile insurance--
public liability and
bodily injury
property damage
collision (deductible
clause)
medical payments

know procedure to follow
after an auto accident
(see State Vehicle Code)

be aware of factors which
contribute to the cost of
auto insurance

Home Insurance

have some understanding of
the coverage provided by--
fire insurance
extended coverage
personal liability
insurance
theft insurance
homemaker's policy

132--EARNING A LIVING AND MANAGING MONEY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:

B. Concepts of Money Management
(continued)

Life Insurance

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Life Insurance

have a general idea of the
basic functions of--

- term insurance
- straight life
- limited payment life
- endowment

understand--

- needs for life insurance
- factors contributing to
the cost of life
insurance

why buy--

- term insurance
- straight life
- payment life
- endowment insurance

some policies have special
features--

- double indemnity
- disability income
- factors which may cancel
your insurability
(flying, drunk driving,
etc.)

	Primary Level	Intermediate Level	Jr
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue as needed following:

B. Concepts of Money
Management
(continued)

Health and Accident Insurance

EARNING A LIVING AND MANAGING MONEY--133

	Intermediate Level	Junior High Level	Senior High Level
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Health and Accident Insurance

be aware of types of
insurance available--
accident
loss of income
general medical expense
hospital expense
major medical expense
surgical medical
workmen's compensation

determine amount and kind
based on individual need

be aware of factors which
contribute to the cost

be aware of types of
insurance for old age and
unemployment protection--
Social Security
unemployment insurance
pension

134---EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Juni M
	Establish the fol- lowing attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Conti leve add
C. Fundamental Arith- metic Skills and Applications	Apply arithmetic skills as needed in all continuing life pr pupils in learning to make practical application of arithme			
1. Number concepts and relation- ships		<u>Counting</u>		
	rote counting to 10	rote counting to 100 by 1's	counting by 2's to 100	count e
	rational counting	rote counting by 10's	counting by 10's extended beyond 100	count gro
		rote counting to 20 by 2's	counting by 5's to 100	
		rational counting to 20 by 2's	counting by 3's to 36	
			counting by 100's to 1000	
	ordinal to 5th	ordinal to 31st	odd and even numbers	ord:
		<u>Number Concepts</u>		
	one through 9-- reading meaning writing	teen numbers numbers from 1 to 100	numbers to 1000 reading telephone and address numbers	rea numl m: b:
	serial order of numbers	concept of 0		

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
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Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
---	---	---	--

Basic skills as needed in all continuing life problems at all levels, to assist
in making practical application of arithmetical facts and number concepts.

Counting

Continue counting to 100 by 1's	counting by 2's to 100	counting by 1000's, etc.	→
Continue counting by 10's	counting by 10's extended beyond 100	counting by dozens gross and ream	
Continue counting to 20 by 2's	counting by 5's to 100		
Additional counting to 20 by 2's	counting by 3's to 36 counting by 100's to 1000		
Ordinal to 31st	odd and even numbers	ordinal to 101st	

Number Concepts

Even numbers	numbers to 1000	reading of larger numbers--	→
Numbers from 1 to 100	reading telephone and address numbers	millions billions	telephone area code Social Security number
Concept of 0			

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate L M.A. 7-0 to 9
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)	recognize number groupings to 6	recognize number groupings to 12 (dozen, foot), pair	

Number Relationships

one to one correspondence--
all, none
too many
enough
not enough

vocabulary of comparison--
more and less

→
some, few
how many more are
needed
less than

→
more than
as many as
few as

→
place value--
ones and tens

→
double, triple

→
concept of hundreds, ones, tens, hundred.

relationship between dollar and hundred

comparison of 1 numbers

EARNING A LIVING AND MANAGING MONEY--135

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
fol- es, , and	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

er recognize number
groupings to 12
(dozen, foot), pair

Number Relationships

re-	→ some, few how many more are needed less than	→ double, triple	→ average
s	→ more than as many as few as		
	place value-- ones and tens	→ concept of hun- dreds, ones, tens, hundreds relationship between dollar and hundreds comparison of large numbers	→ ones, tens, hun- dreds, thousands, ten thousand, hundred thousand concept of average concept of percent scale drawings-- maps plans patterns

136--EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior M.A.
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous level as needed and add the following:	Continue level as needed and add the following:

C. Fundamental Arithmetic Skills and Applications
(continued)

Size

2. Measurement	big, little	comparative sizes-- big, bigger, biggest small, smaller, smallest	→	clothing other size n l n
----------------	-------------	---	---	--

Form

square circle, round triangle	rectangle straight	diamond curve	surfaces measurements area square perimeter diameter area
-------------------------------------	-----------------------	------------------	---



Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Size

comparative sizes-- big, bigger, biggest small, smaller, smallest	→	clothing sizes other standard sizes-- nail size light bulb needle, thread	→	drill bits tires commercial packaging-- family size giant large economy
---	---	--	---	--

Form

rectangle straight	diamond curve	surface measure- ments-- area square measure-- square inches perimeter diameter area plans	→	solid measurement con- cepts-- cube cone
-----------------------	------------------	---	---	---

Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Le. M.A. 7-0 to 9-6
Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed add the following

C. Fundamental Arithmetic Skills and Applications
(continued)

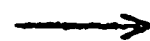
location terms--

on, under, over
in, out
in front of, behind
beginning, end
first, last



before, after,
between
left, right
high, low
above, below
bottom, top
middle
far, near
beside
around

Position



center, edge

left and right as
directions--
"Go three steps
the right."

left and right as
positional terms--
"The house on
the right."

Linear Measure

height--tall, short

length--long, short

distance--near, far

comparative terms--

height--
taller, tallest
shorter, shortest
length--
longer, longest
shorter, shortest

estimate height

concepts of--
length, width,
depth, height

concept of a yard
mile

use of ruler to
inch

EARNING A LIVING AND MANAGING MONEY--137

Primary Level
M.A. 5-6 to 7-0

Intermediate Level
M.A. 7-0 to 9-6

Junior High Level
M.A. 6-6 to 11-6

Senior High Level
M.A. 7 to 12 +

1-	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
----	---	---	---	--

Position

	→ before, after, between left, right high, low above, below bottom, top middle far, near beside around	→ center, edge left and right as directions-- "Go three steps to the right." left and right as positional terms-- "The house on the right."	→ level, story (building) scale of miles
--	---	--	--

Linear Measure

ort	comparative terms-- height--	estimate height	extensions and applications--
ort	taller, tallest shorter, shortest	concepts of-- length, width, depth, height	square inch square foot, yard square mile
far	length-- longer, longest shorter, shortest	concept of a yard, mile	

use of ruler to inch

use of ruler to 1/2" and 1/4"

→
1/8", 1/16",
1/32"

138 --- EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)		use of ruler--	use of yardstick and tape measure
		awareness as an instrument of measurement	
		inches and foot reading the ruler; using ruler for drawing lengths; reading and writing inches and foot	
		distance-- block, mile	distance-- miles per hour
		<u>Temperature</u>	
	hot and cold; warm and cool	freezing, boiling	→
	thermometer-- awareness of its use as an instrument for measuring temperature	approximate reading of the temperature	exact reading of a thermometer

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
use of ruler-- awareness as an instrument of measurement inches and foot reading the ruler; using ruler for drawing lengths; reading and writ- ing inches and foot	use of yardstick and tape measure	use of carpenter's ruler	
distance-- block, mile	distance-- miles per hour	distance-- speedometer odometer	
<u>Temperature</u>			
freezing, boiling	→	normal body tem- perature 98.6°	water freezes at 32° concept of zero-- above zero below zero
approximate reading of the temperature	exact reading of a thermometer	various types of thermometers	

Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Le. M.A. 7-0 to 9-6
Establish the fol- lowing attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed add the following

C. Fundamental Arith-
metic Skills and
Applications
(continued)

Time

day, night
morning, afternoon

noon, evening

A.M., P.M.

today, tomorrow,
yesterday

days of week as
related to day

names and sequence
of days of the week

reading and writi
days of the week

calendar--

calendar--

calendar--

awareness of and
the terms "month"
and "year"

concept of week

names of months
in sequence

names of months
in relation to
this month, last
month, next
month

concept of year
in months, week
days

transposing wri
form (Wednesday
February 11, 19
2/11/70)

clock--

clock--

clock--

awareness of as
an instrument to
measure time

tell time to hour
and half hour--
half past

tell time to
quarter hour--
quarter past
quarter to (c

EARNING A LIVING AND MANAGING MONEY--139

tell time to
minute and read
second hand

140--EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)			tell time to five-minute intervals
			concept of seconds; awareness of second hand
		acquaintance with terms "hour" and "minute" and some concept of their relative duration	some concept of the relative duration of hour, minute, second
			writing time (10:15)
	seasons--	seasons--	seasons--
	awareness that there are four seasons	names of seasons in relation to activities and holidays	names of seasons in sequence
	concept of age in years	correct age and birthday	

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	tell time to five-minute intervals		
	concept of seconds; awareness of second hand		
acquaintance with terms "hour" and "minute" and some concept of their relative duration	some concept of the relative duration of hour, minute, second	time zones in the United States daylight saving time hours worked	figure time in another time zone in the United States operate a time clock
	writing time (10:15)		
seasons--	seasons--		
names of seasons in relation to activities and holidays	names of seasons in sequence		
correct age and birthday			

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate M.A. 7-0 to
	Establish the following attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed add the following:
C. Fundamental Arithmetic Skills and Applications (continued)		<u>Money</u>	
	awareness of various coins	know different coins-- penny, nickel, dime, quarter, half-dollar	concept of-- quarter half-dollar dollar
		know cent sign (¢)	write dollars cents (\$1.75) equivalent value of money
	awareness of need for coins in buying things at the store	know the value and relative purchasing power of the coins	
		equivalencies of pennies, nickels, and dimes	
		counting combinations of pennies, nickels, and dimes	counting money
		make change for a nickel and for a dime	making change

(See this section, B. Concepts of Money Management)

EARNING A LIVING AND MANAGING MONEY---111

Primary Level
M.A. 5-6 to 7-0

Intermediate Level
M.A. 7-0 to 9-6

Junior High Level
M.A. 6-6 to 11-6

Senior High Level
M.A. 7 to 12 +

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
ol- s, and	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Money

ious know different
coins--
penny, nickel,
dime, quarter,
half-dollar

concept of--
quarter
half-dollar
dollar

concept of keeping
simple cash accounts--
receipts
expenditures
balance

know cent sign (¢)

write dollars and
cents (\$1.75) and
equivalent values
of money

d know the value and
ring relative purchasing
ore power of the coins

equivalencies of
pennies, nickels,
and dimes

counting combina-
tions of pennies,
nickels, and dimes

make change for a
nickel and for a
dime

counting money

making change

concept of banking and
related (simple)
vocabulary--
withdraw
deposit
writing checks

types of purchasing--
cash
credit
installment

budgeting

wage and hour com-
putations

salary--
gross
withholding
net

142--EARNING A LIVING AND MANAGING MONEY

	Readiness Level to M.A. 5-6	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Ju i
	Establish the fol- lowing attitudes, understandings, and skills:	Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Cor lev adc

C. Fundamental Arith-
metic Skills and
Applications
(continued)

		<u>Weight</u>	
heavy and light	pound as a measure- ment of weight	concept of-- ounce half and quarter pound ton	---
	read bathroom scale to nearest decade number		

		<u>Liquid Measure</u>	
awareness of con- tainers as instru- ments for measur- ing liquid	spoon, cup pint, quart	concept of ounce equivalencies-- cup, half pint	eq c
relative capacity	empty, full	pint, quart, and gallon	eq 2 2 1

		<u>Dry Measure</u>	
awareness of con- tainers as instru- ments for measur- ing dry materials	spoon, cup pint, quart	bushel	pe
relative capacity			

Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
----------------------------------	---------------------------------------	---------------------------------------	-------------------------------------

Continue readiness level as needed and add the following:	Continue previous levels as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
---	---	---	--

Weight

und as a measure- nt of weight	concept of-- ounce half and quarter pound ton	→
ad bathroom scale		
nearest decade		
umber		

Liquid Measure

oon, cup nt, quart	concept of ounce equivalencies-- cup, half pint	equivalents-- 8 oz. = 1 cup teaspoon, table- spoon, and their equivalency	equivalents-- 4 oz. = 1/2 cup 2 oz. = 1/4 cup
pty, full	pint, quart, and gallon	equivalents-- 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon	→

Dry Measure

oon, cup nt, quart	bushel	peck
-----------------------	--------	------

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High School M.A. 9-6 to 12-0
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:

C. Fundamental Arithmetic Skills and Applications
(continued)

3. Fundamental operations

Addition

horizontal and vertical forms

appropriate signs

addition facts of sums of 10 and under

single column addition with sums of 10 and under

addition terms--
answer, problem,
count, add to

addition facts with sums through 18

column addition

addition of two-place and three-place numbers

carrying

→
plus, column,
carry

Subtraction

horizontal and vertical forms; term "take away", appropriate sign (-)

terms--
minus, difference,
borrow

terms--
remainder

EARNING A LIVING AND MANAGING MONEY--143

Level	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
Following stand-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Addition

vertical

of sums of	addition facts with sums through 18	mastery of addition facts
dition and	column addition	
	addition of two-place and three-place numbers	four-figure addends and above
	carrying	
	→ plus, column, carry	→ sum, total
		→ sub-totals

Subtraction

vertical	terms--	terms--
away",	minus, difference, borrow	remainder

144--EARNING A LIVING AND MANAGING MONEY

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High M.A. 6-6
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
C. Fundamental Arithmetic Skills and Applications (continued)	subtraction facts of minuends of 10 and under	subtraction facts with minuends through 18 two- and three-place subtraction and borrowing	mastery of subtraction facts four-figure subtraction
		<u>Multiplication</u>	
		multiply by 2, 3, 4, 5, 6, and 10	multiply by 7, 8, and 9
		carrying in multiplication	two-figure multiplication
		zero in the multiplicand	three-figure multiplication
		<u>Division</u>	
		divide by 2, 3, 4, 5, and 6	divide by 7, 8, and 9
		even division	two-figure division
		uneven division	three-figure division
		carrying in division	
		checking division	

Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
subtraction facts with minuends through 18	mastery of subtraction facts	
two- and three-place subtraction and borrowing	four-figure minuends	
<u>Multiplication</u>		
multiply by 2, 3, 4, 5, 6, and 10	multiply by 7, 8, and 9	
carrying in multiplication	two-figure multipliers	
zero in the multiplicand	three-figure multipliers	
<u>Division</u>		
divide by 2, 3, 4, 5, and 6	divide by 7, 8, and 9	
even division	two-figure divisors and three-figure divisors	
uneven division		
carrying in division		
checking division		

Primary Level
M.A. 5-6 to 7-0

Intermediate Level
M.A. 7-0 to 9-6

Establish the following
attitudes, understand-
ings, and skills:

Continue primary level
as needed and add the
following:

C. Fundamental Arith-
metic Skills and
Applications
(continued)

Fractional Parts

concept of half

concept of--

reading and writing
half, one-half, and $1/2$

thirds--reading and
writing one-third
and $1/3$

fourths--reading and
writing one-fourth,
 $1/4$, quarter, three-
fourths, and $3/4$

Part of a Group

half of a group--
half of two
half of four
half of six

→
half of eight
half of ten
half of twelve--
half dozen
half a foot
third of 3, 6, 9, and 12
fourth of 4, 8, and 12
fifth of 5 and 10

4. Fractions and
decimals

Adding Like Fractions

EARNING A LIVING AND MANAGING MONEY--145

Level to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High Level M.A. 6-6 to 11-6	Senior High Level M.A. 7 to 12 +
following understand- ings:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:

Fractional Parts

f	concept of--	fractional equivalents--
riting	thirds--reading and	$2/4 = 1/2$
, and 1/2	writing one-third	$3/6 = 1/2$
	and 1/3	$4/8 = 1/2$
		$2/6 = 1/3$
		$6/8 = 3/4$
	fourths--reading and	
	writing one-fourth,	
	1/4, quarter, three-	
	fourths, and 3/4	

Part of a Group

up--	→
	half of eight
	half of ten
	half of twelve--
	half dozen
	half a foot
	third of 3, 6, 9, and 12
	fourth of 4, 8, and 12
	fifth of 5 and 10

Adding Like Fractions

simple fractions
whole numbers and fractions
mixed numbers

146--EARNING A LIVING AND MANAGING MONEY

	Primary Level M.A. 5-6 to 7-0	Intermediate Level M.A. 7-0 to 9-6	Junior High M.A. 6-11
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
C. Fundamental Arithmetic Skills and Applications (continued)		<u>Subtracting Like Fractions</u>	simple fractions whole numbers mixed numbers
		<u>Decimals</u>	decimal point to writing cents-- 1 unit =

Intermediate Level
M.A. 7-0 to 9-6

Junior High Level
M.A. 6-6 to 11-6

Senior High Level
M.A. 7 to 12 +

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Subtracting Like Fractions

simple fractions
whole number from mixed
number
mixed number from mixed
number

Decimals

decimal point in relation
to writing dollars and
cents--
1 unit = \$1.00

fraction-decimal equiva-
lents--
 $\frac{1}{4} = .25$
 $\frac{1}{2} = .50$
 $\frac{3}{4} = .75$
 $\frac{1}{10} = .10$

VIII. TRAVELING AND MOVING ABOUT THE COMMUNITY

While many persons travel extensively throughout their adult lives in modern-day society, research studies indicate that the mentally retarded usually remain within the community in which they grow up. The reason for this less mobile pattern has been stated as the desire on the part of the persons with lower intellectual potential to remain within the immediate environment with which they are familiar. Because of this, it becomes increasingly important to assist Special Class pupils to become as familiar as possible with the community in which they live and the modes of transportation available to them. Although the foregoing

is usually true, a number of problems met in

The habits, attitudes about from place to place, and transportation are essential to the complex and mobile life. It is necessary to develop attitudes of giving and following directions, travel, anticipation of one's way, and use

VIII. TRAVELING AND MOVING ABOUT THE COMMUNITY

Throughout their adult
years indicate that
the community
less mobile
part of the
to remain within
are familiar.
important to
familiar as
live and the modes
through the foregoing

is usually true, it should not preclude some exposure to the kinds
of problems met in traveling beyond the immediate community.

The habits, attitudes, skills, and information necessary for moving
about from place to place and using private and public transpor-
tation are essential to pleasant and efficient participation in
the complex and mobile society we live in today. It is necessary
to develop attitudes of acceptable behavior and such skills as
giving and following directions, planning and preparation for
travel, anticipating and meeting certain travel problems, finding
one's way, and using maps and directories.

148---TRAVELING AND MOVING ABOUT IN THE COMMUNITY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:

Why People Travel

know some of the reasons why people travel--
to go to school
to go to work
to go to church
to go to the theatre
to secure things we need--
groceries
clothing
medicine
services
for pleasure
for space travel

→
to secure work or a livelihood

to learn new ideas

to carry products to and from the market

→
to learn about
and things

How People Travel

recognize different ways to travel--
walking
riding bicycle
riding motorcycle
riding in--
automobile, bus,
taxi cab, train,
boat, airplane,
spaceship

know many ways people may travel and the places appropriate for their use--

land--walking, riding a horse, car, truck, taxi, bus, streetcar, train, bicycle, motorcycle

recognize the distance as factors in the selection of mode of travel

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Why People Travel

→
to secure work or a
livelihood

to learn new ideas

to carry products to
and from the market

→
to see new things

to gain new experiences

→
to learn about space
and things in space

How People Travel

know many ways people
may travel and the places
appropriate for their
use--

land--walking, riding
a horse, car,
truck, taxi, bus,
streetcar, train,
bicycle, motor-
cycle

recognize time and
distance as important
factors in the selec-
tion of mode of
travel

→
select mode of travel,
taking into consideration--
distance
time required
expense
comfort
convenience

Primary Level	Intermediate Level	
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
	air--plane, spaceship	--
	water--swimming, boat, ship	--
	underground--tunnels, subways	--
is aware that it takes time to get to school	is aware that different modes of travel require different amounts of time in relation to distance traveled	--
<u>Travel In the Neighborhood</u>		
know the name of the street where one lives	know the names of a number of streets in the immediate neighborhood	kr st pl ne
go to neighborhood stores and homes of friends, play areas, and the library unattended, with parental permission	know own address move about the neighborhood independently	kr ap
begin to understand direction in relationship to school, home, main streets in the neighborhood	learn compass directions-- north, south, east, west	kr in ne ho

TRAVELING AND MOVING ABOUT IN THE COMMUNITY--149

	Intermediate Level	Junior High Level	Senior High Level
ing d--	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	air--plane, spaceship	→	
	water--swimming, boat, ship	→	
	underground--tunnels, subways	→	
es l	is aware that different modes of travel require different amounts of time in relation to distance traveled	→	

Travel In the Neighborhood

es	know the names of a number of streets in the immediate neighborhood	know the location by street name of various places in or near one's neighborhood-- schools, post office, stores, bank, library, police station, fire station	
	know own address		
	move about the neighborhood independently	know own street and apartment number	
n-- e, no	learn compass directions-- north, south, east, west	know compass directions in relation to one's neighborhood streets, home, and school	give directions to others for reaching specific places in the neighborhood

150--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
		understand how addresses are numbered to locate place address
		travel about neighborhood freely unsupervised
walk or travel to and from school on public bus unattended	learn bus route for own neighborhood	
learn bus stops for home and school	learn bus stops for immediate neighborhood	use more than one route independently
understand that the bus arrives at a certain time	understand that buses run according to a time schedule	make use of a time schedule
	know time for getting a bus to and from school	
begin to develop spatial relationships, as of self to things in the environment (position of door or window in relation to self)	draw simple map of classroom to show location of equipment, exits, etc.	begin to understand and read neighborhood maps in detail
	begin to understand and read very simple street maps	
	begin to be able to locate self on a simple street map	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	understand how streets are numbered and be able to locate places by address	
	travel about one's neighborhood freely and unsupervised	→
learn bus route for own neighborhood		
learn bus stops for immediate neighborhood	use more than one bus route independently	→
understand that buses run according to a time schedule	make use of simplified time schedules	→
know time for getting a bus to and from school		
draw simple map of classroom to show location of equipment, exits, etc.	begin to understand and read neighborhood maps in detail	use neighborhood maps and other directional aids effectively
begin to understand and read very simple street maps		
begin to be able to locate self on a simple street		

Primary Level	Intermediate Level	Juni
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continu as need followi
	begin to locate school, home, and neighborhood stores, etc., on simple maps	
learn safety rules which pertain to movement in the neighborhood-- pedestrian bicycle passenger	observe safety rules for moving about in the neighborhood (See section II. <u>SAFETY IN DAILY LIVING</u>)	know tr ing to licer traff
recognize "Block Parent" sign		
go to Block Parent for help when lost	know how to ask for and follow simple directions	→
stay in familiar places when alone	when lost, obtain directions from policeman, service station attendant, bus driver	
talk only to familiar people when asking directions		

TRAVELING AND MOVING ABOUT IN THE COMMUNITY--151

	Intermediate Level	Junior High Level	Senior High Level
...owing and-	Continue primary level as needed and add the following: begin to locate school, home, and neighborhood stores, etc., on simple maps	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
... which ... it in	observe safety rules for moving about in the neighborhood (See section II. <u>SAFETY IN DAILY LIVING</u>)	know traffic code pertain- ing to bicycles-- license requirements traffic rules	know traffic code pertain- ing to-- obtaining driver learn- ing permit penalties for violations of traffic rules penalty for driving without a license requirements for opera- tion of motorcycle, "mini-bike," etc. insurance obtaining a driver's license
...arent"			
... for	know how to ask for and follow simple directions	→	follow verbal directions accurately and be able to assist others
...laces	when lost, obtain direc- tions from policeman, service station attend- ant, bus driver		
...liar			

152--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

Primary Level	Intermediate Level	Junior H
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pr as needed a following:

Travel In the Community

know the name of city	→	→
learn safety rules for riding on moving vehicles (See section II. <u>SAFETY IN DAILY LIVING</u>)	travel effectively with groups using public transportation	use good tr
learn to be quiet and orderly on the bus	travel on the bus independently after being taught or shown where to get on/off and the number of the bus line	use more th route indep
get on and off bus safely	begin to understand and read very simple street, city, and county maps	begin to le locate plac strange nei verbal in telephone city map
	begin to locate self on a simple street, city, and county map	
	travel (by foot, bicycle, or bus) to places one has frequently visited-- places of amusement hospital library shopping centers	understand may be foun telephone d
		know how to way in stor buildings

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

Travel In the Community

travel effectively with
groups using public
transportation

use good travel manners

travel on the bus inde-
pendently after being
taught or shown where to
get on/off and the number
of the bus line

use more than one bus
route independently

travel about the Bay Area
freely--
bus, taxi cab,
automobile, BART

begin to understand and
read very simple street,
city, and county maps

begin to learn how to
locate places in a
strange neighborhood--
verbal inquiry
telephone directory
city map

locate streets, parks,
and public buildings on
city map

begin to locate self on
a simple street, city,
and county map

understand that addresses
may be found in the
telephone directory

locate addresses in
telephone directory

travel (by foot, bicycle,
or bus) to places one
has frequently visited--
places of amusement
hospital
library
shopping centers

know how to find one's
way in stores and public
buildings

obtain bus routing over
telephone from AC Transit

know location of impor-
tant public buildings

Primary Level	Intermediate Level	
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Con as fol
	know how to ask for directions to places some distance away	—

Travel In the Expanded Community

recognize name of state	know name of state	kno in of
recognize name of some surrounding cities such as San Francisco, Berkeley, San Leandro, Hayward	know names of some major cities in the state and have some idea whether they are located north, south, east, or west of Oakland	kno cou loc
recognize the name of our country	know the name of the country	kno cou the
		par tri
		beg in

TRAVELING AND MOVING ABOUT IN THE COMMUNITY--153

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- ards:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
	know how to ask for directions to places some distance away	→	know names and locations of suburbs and how to reach them on BART or AC Transit learn to use private vehicle skillfully (Driver Education and Training)

Travel In the Expanded Community

of state	know name of state	know location of state in relation to the rest of the country	
of some places such as, San Francisco, San Jose, and Oakland	know names of some major cities in the state and have some idea whether they are located north, south, east, or west of Oakland	know names of adjacent countries and their location (north or south)	have some knowledge of a few historical sites, park areas, and other places of interest
of the country	know the name of the country	know location of the country in relation to the rest of the globe	be aware of relationships between earth and other celestial bodies
		participate in planning trips	know how to plan trips (including map reading and understanding travel guides)
		begin to learn to use maps in planning to travel	

154--TRAVELING AND MOVING ABOUT IN THE COMMUNITY

Primary Level	Intermediate Level	Junior High
Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
know that people travel on train, bus, airplane, boat	be aware of some of the reasons people use different modes of transportation	can get to bus, or airline station
be aware that people travel to and from many countries in the world	know the names of adjacent countries and ways of traveling to reach them	know names of cities connected with history and current events of our country
	be aware of space travel	→ assist in the selection of appropriate clothing for travel
		assist in packing clothing and personal items for travel

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Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

Continue previous levels
as needed and add the
following:

Reinforce previous levels
and add the following:

know how to travel by
private vehicle

read and understand high-
way number signs and other
road signs

be aware of some of the
reasons people use
different modes of
transportation

can get to bus, train,
or airline stations

know how to travel by train,
bus, airplane, boat

know the names of adja-
cent countries and ways
of traveling to reach
them

know names of countries
connected with the
history and current
events of our country

know enough world geography
to get along

be aware of space travel

→

know how to meet language
and other unique problems
when traveling

assist in the selection
of appropriate clothing
for travel

select clothing appropri-
ate for one's trip

assist in packing cloth-
ing and personal effects
for travel

pack clothing and personal
effects efficiently and
neatly

IX. USING LEISURE TIME

While it is generally recognized that everyone must use his leisure time wisely, the Special Class pupil finds it particularly difficult to cope with this problem. When he reaches the stage where he is motivated and ready to learn certain leisure-time activities, his peer group has passed him by. In addition, he often does not possess the imagination to visualize constructive ways of using his leisure time. Because of his limited mental capacity, he is unable to understand many of the concepts necessary to appreciate and enjoy such sources as lectures, symphony concerts, operas, and art galleries. The school faces the problem of helping the Special Class pupil carefully select, appreciate, and participate in leisure activities that are not dependent on a high degree of mental functioning for enjoyment.

Another problem is the comparatively low wage-earning ability of the mentally retarded person. Experience has shown that he must rely heavily upon such leisure-time pursuits as movies, spectator events, sports, and amusement parks. The school must help him learn to make use of free and inexpensive activities such as those available in neighborhood recreational centers and those he can pursue in his own home.

Due to a tendency of initial employment from productivity for all persons.

Research indicates retarded being advised and institutions time in socially time when these persons or are not sleeping involved in antisocial in other ways getting being taken into

In summary, the student to such activities of radio and television activities which which afford last

IX. USING LEISURE TIME

Everyone must use his
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Due to a tendency toward a shortening of the workweek, a later age of initial employment, and an increasingly early age of retirement from productivity, there is a significant increase in leisure time for all persons.

Research indicates that one of the primary reasons for the mentally retarded being admitted to or having to remain in state hospitals and institutions is that they have difficulty in using their leisure time in socially acceptable ways. It is during those periods of time when these persons are not bound by the routines of their job or are not sleeping that they are more susceptible to becoming involved in antisocial activities, are picked up as vagrants, or in other ways get into difficulty which often results in their being taken into custody.

In summary, the school should introduce the Special Class pupil to such activities as play, games, sports, art, music, crafts, use of radio and television, organized club programs, and other activities which will acquaint him with facilities in his community which afford lasting and worthwhile-leisure time pursuits.

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Experience has
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available in
ose he can pursue

156--USING LEISURE TIME

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
A. Informal Social Activities	<p>play with other children--</p> <p>during recess and other free time at school</p> <p>in the neighborhood</p>	<p>seek and participate in group activities--</p> <p>playing with friends</p> <p>family activities</p>	<p>identify with informal groups</p> <p>begin to take part in joining activities and clubs</p>
B. Games and Sports	<p>participate in simple, organized games--</p> <p>begin to understand that games have rules</p> <p>begin to understand the concept of "taking turns"--</p> <p>lotto, bingo, hide-and-seek, tag, jump rope, races, leap frog</p>	<p>participate in a wider variety of simple, organized games--</p> <p>understand and play by rules</p> <p>begin to understand concept of winning and losing--</p> <p>kickball, baseball, tetherball, relays, tag, jacks, marbles, simple card and board games (old maid, checkers, dominos)</p>	<p>begin to participate in organized team sports</p> <p>know how to play basketball, volleyball, ball are played</p> <p>begin to participate in sportsmanlike behavior</p> <p>intramural athletic</p> <p>card game</p>

	Intermediate Level	Junior High Level	Senior High Level
	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
n-- er	seek and participate in group activities-- playing with friends family activities	identify with formal and informal groups-- begin to take initiative in joining school activities and clubs	begin to engage in adult-type activities within a group-- initiate, plan and assume some responsibility
	participate in a wider variety of simple, organized games-- understand and play by rules	begin to participate in organized team sports-- know how baseball, basketball, and football are played	actively participate in organized team sports-- understand rules of a variety of team and individual sports
g	begin to understand concept of winning and losing-- kickball, baseball, tetherball, relays, tag, jacks, marbles, simple card and board games (old maid, checkers, dominoes)	begin to practice good sportsmanship-- intramural or school athletic team sports card games, checkers	understand and practice good sportsmanship pursue one or more sports as personal, leisure-time activity-- bowling, swimming, basketball, baseball

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
C. Crafts and Hobbies	engage in individual activities-- play with toys appropriate to age and sex-- puzzles, books, drawing, coloring, wagon, bicycle, balls, dolls, dishes television, radio	develop an interest in and occupy oneself in individual leisure activities-- begin to explore various activities as hobbies-- crafts models collections	er co lo ti
D. Singing, Music, Rhythm, and Dance	begin to enjoy singing and rhythm activities-- participate in class singing enjoy music from radio, television, or record player do body rhythms appropriate to beat, tone, volume of music--	participate actively in simple music and rhythm activities-- enjoy singing; learn a variety of folk and popular songs operate radio, television, and record player participate in simple group dances--	e. ec t.

Level	Intermediate Level	Junior High Level	Senior High Level
Following understand- ing:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
Individual	develop an interest in and occupy oneself in individual leisure activities--	engage in relatively complex individual leisure-time activi- ties--	establish well-defined avocational interests--
Days appro- priate and			pursue and enjoy hobby-- home decorating knitting collections
Books, coloring, cycle, models, collections	begin to explore various activities as hobbies-- crafts models collections	develop personal hobbies-- cooking sewing woodworking model building mosaics picture painting reading	care for automobile
, radio			
singing activities--	participate actively in simple music and rhythm activities--	expand knowledge, interest, and enjoyment in music and rhythm activi- ties--	enjoy a variety of forms of music and rhythm activities--
in class			
from radio, or record	enjoy singing; learn a variety of folk and popular songs	participate in formal group singing	increase skill to sing alone or with choral group
	operate radio, tele- vision, and record player	begin to select records for personal collections	discriminate between various types and quality of music
hms appro- priate, tone, music--	participate in simple group dances--	participate in group folk dancing	participate in social dances with improved skill
		participate in social dancing	

158--USING LEISURE TIME

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
D. Singing, Music, Rhythm, and Dance (continued)	<p>jumping, leaping, hopping, skipping, galloping, sliding, tiptoeing, swaying</p> <p>accompany melody with rhythm instruments</p>	<p>Looby-Loo Sing-a-Song of Sixpence Bluebird Paw-Paw Patch A-Hunting We Will Go</p> <p>play tunes on simple musical instruments</p>	<p>begin to play instruments</p>
E. Communication in Social Situations	<p>participate in seeing, listening, and talking activities--</p> <p>begin to enjoy conversations</p> <p>enjoy watching and listening to children's television and radio programs</p> <p>enjoy listening to stories, attending children's movies and school-sponsored entertainment</p>	<p>expand participation in seeing, listening, and talking activities--</p> <p>use conversation with others as a leisure-time activity</p> <p>begin to select programs</p> <p>begin to select and attend some movies in the neighborhood</p>	<p>enjoy observing, and talking with others increased various interests--</p> <p>begin to develop conversational</p> <p>begin to develop for participating effectively in peer-</p> <p>begin to explore some books independently</p>

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
<p>Looby-Loo Sing-a-Song of Sixpence Bluebird Paw-Paw Patch A-Hunting We Will Go</p> <p>play tunes on simple musical instruments</p> <p>expand participation in seeing, listening, and talking activities--</p> <p>use conversation with others as a leisure-time activity</p> <p>begin to select programs</p> <p>begin to select and attend some movies in the neighborhood</p>	<p>begin to play musical instruments</p> <p>enjoy observing, conversing, and associating with others in an increased variety of interests--</p> <p>begin to develop conversational skills</p> <p>begin to develop skills for participating effectively in supervised peer-group parties</p> <p>begin to enjoy reading some books and comics independently</p>	<p>play a musical instrument</p> <p>participate in school band, orchestra</p> <p>develop skills which aid in meeting and conversing with people--</p> <p>know how to talk with a variety of people</p> <p>plan and give parties (indoor and outdoor)</p> <p>read magazines, newspapers, and use discrimination in the selection of material</p>

	Primary Level	Intermediate Level	
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Co as fo
F. Community Recreation	begin to enjoy community recreational facilities and activities in the company of an adult-- zoo parks, playgrounds museums day camp circus carnival bazaars public beaches, pools parades	begin to use community recreational facilities independently-- neighborhood public library swimming pool parks, playgrounds recreation centers	kn us ac ti

begin to be aware of
"leisure time" and use
it constructively

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USING LEISURE TIME--159

Intermediate Level

Junior High Level

Senior High Level

Knowing and--	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
community facilities the t--	begin to use community recreational facilities independently-- neighborhood public library	know where to find and use various community activities and recreational facilities--	be aware of and use a wide variety of community leisure-time resources effectively--
is	swimming pool parks, playgrounds recreation centers	school-- dances pep rallies athletic contests plays concerts	public dances concerts plays sporting events
ools		other-- professional sports events movies plays parades festivals	parks
		camping hiking Physical Education library swimming pool the "Y" recreation centers	conservatories museums libraries
	begin to be aware of "leisure time" and use it constructively	recognize the importance of developing attitudes and skills for use in recreational and leisure-time activities	recognize value of one's leisure time in terms of inner satisfaction gained from being creative, continuing to learn, associating with others

160--USING LEISURE TIME

	Primary Level	Intermediate Level	Junior Hi
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue pre as needed and following:
G. Nature Activities	begin to enjoy nature and living things-- help care for plants help care for pets	develop an interest in nature and living things-- assume responsibility for the care of some plants and pets build homes for pets collect and observe small animal life such as fish, tadpoles, frogs, turtles, toads	begin to enj doors as a w leisure time grow plant yard work vision begin to d in fishing
	collect and examine rocks, leaves, weeds, flowers, insects, shells	begin to work in and show an interest in yard and garden	

Intermediate Level	Junior High Level	Senior High Level
Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
develop an interest in nature and living things--	begin to enjoy the outdoors as a way to use leisure time profitably--	enjoy recreational opportunities afforded by nature--
assume responsibility for the care of some plants and pets	grow plants and do yard work under supervision	care for yard and garden
build homes for pets	begin to develop skills in fishing	attain skills in hunting and fishing
collect and observe small animal life such as fish, tadpoles, frogs, turtles, toads		appreciate and know the value of pets--
		guide dogs for blind and their training
		use of dogs as hunters and retrievers; know something about their training
		obedience schools for dogs
		know function of SPCA; vocational opportunities connected with kennels, grooming
begin to work in and show an interest in yard and garden		

	Primary Level	Intermediate Level	Junior Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
G. Nature Activities (continued)	enjoy taking a walk with an adult to observe nature	enjoy highly-illustrated books about animals	enjoy other nature activities
		begin to enjoy camping (vacation day camp)	enjoy camping

USING LEISURE TIME--161

	Intermediate Level	Junior High Level	Senior High Level
owing and-	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
with	enjoy highly-illustrated books about animals	enjoy sightseeing with others--car or bicycle	use car for travel, sight- seeing, and pleasure rid- ing; be able to locate areas of interest
	begin to enjoy camping (vacation day camp)	enjoy camping and hik- ing under supervision	initiate and participate in adult camping and hik- ing activities

X. PARTICIPATING IN COMMUNITY

Beyond learning to operate one's home or earn a living, educable mentally retarded students need to be introduced to the activities and services available within the community. They should become familiar with various social, recreational, civic, political, and religious groups within the community. They should be helped to become involved in activities which will contribute to their sense of

Mentally retarded
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X. PARTICIPATING IN COMMUNITY LIFE

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o their sense of

worth, well-being, and identity with the community.

Mentally retarded individuals will probably need more assistance from social service type organizations than will the average citizen. For this reason they should become familiar with services available and procedures for applying for assistance from reputable and responsible resources.

164--PARTICIPATING IN COMMUNITY LIFE

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and add the following:
A. Recreation	<p>be aware of some community groups which have been organized for children--</p> <p>Cub Scouts Brownies Campfire Girls</p> <p>join an organized group and participate in their activities</p>	<p>be aware of a variety of youth groups and types of activities which they provide--</p> <p>Boy Scouts Girl Scouts Boys' Club Junior Red Cross the "Y" community clubs</p> <p>be aware of facilities available at recreation centers and some of the activities they provide</p>	<p>on own initiative the variety of groups and facilities available and types of the types of provided; identify with--</p> <p>sponsored sports Little League Babe Ruth League American Legion VFW teams</p> <p>recreation centers music arts and crafts games and sports</p> <p>school clubs cooking photography</p> <p>recreation centers outdoor living hiking nature exploration</p>

Intermediate Level

Junior High Level

Senior High Level

Continue primary level as needed and add the following:

Continue previous levels as needed and add the following:

Reinforce previous levels and add the following:

be aware of a variety of youth groups and types of activities which they provide--

on own initiative explore the variety of youth groups and facilities available and become aware of the types of activities provided; identify oneself with--

use discretion in joining community youth group according to one's interest, skills, and need so that membership and participation may be rewarding

Boy Scouts
Girl Scouts
Boys' Club
Junior Red Cross
the "Y"
community clubs

sponsored sports--
Little League Baseball
Babe Ruth League
American Legion teams
VFW teams

participate actively in group of one's choice, accepting responsibility and helping initiate and carry on group activities

be aware of facilities available at recreation centers and some of the activities they provide

recreation centers--
music
arts and crafts
games and sports

school clubs and sports--
cooking
photography

recreation camps--
outdoor living
hiking
nature exploration

	Primary Level	Intermediate Level	Junior High Level
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue primary level as needed and add the following:
B. Civic and Social Responsibilities	begin to be aware of such adult community groups as the P.T.A. and church	<p>extend one's awareness of adult community groups</p> <p>begin to understand--</p> <p>who participates</p> <p>purpose of the group</p> <p>types of programs</p>	<p>begin to understand--</p> <p>need for adult community groups</p> <p>begin to understand--</p> <p>P.T.A.</p> <p>church</p> <p>neighborhood</p> <p>community</p> <p>understand--</p> <p>Organizations</p> <p>Bar</p> <p>of.</p> <p>Dem</p> <p>Re</p> <p>De</p> <p>and</p>
		<p>be aware of political organizations and know the names of some of them--</p> <p>Democratic</p> <p>Republican</p>	<p>begin to understand--</p> <p>role of political organizations</p> <p>governments</p> <p>forms</p> <p>selected</p> <p>information</p>

PARTICIPATING IN COMMUNITY LIFE--165

Level	Intermediate Level	Junior High Level	Senior High Level
Following stand- s:	Continue primary level as needed and add the following:	Continue previous levels as needed and add the following:	Reinforce previous levels and add the following:
re of such groups as church	extend one's awareness of adult community groups begin to understand-- who participates purpose of the group types of programs	begin to understand the need for such community groups and their contri- bution to community life-- P.T.A. churches neighborhood councils community councils-- unofficial (as East Oakland Parish, Baymount) official (as the Department of Human Resources, Economic Development Council, and others)	
	be aware of political organizations and know the names of some of them-- Democratic Republican	begin to understand the role political organi- zations play in our government-- formulating policy selection of candidates information	begin to understand one's relationship to political organizations-- registration support voting

166--PARTICIPATING IN COMMUNITY LIFE

	Primary Level	Intermediate Level	Junior High
	Establish the following attitudes, understandings, and skills:	Continue primary level as needed and add the following:	Continue previous as needed and following:
B. Civic and Social Responsibilities (continued)	<p>be aware of some better-known community service organizations and begin to understand that their function is to provide help</p> <p>participate in these services by making a contribution from one's own money--</p> <p>Red Cross United Crusade March of Dimes</p>	participate in Junior Red Cross by helping with some of their activities	<p>help in the community contributions</p> <p>Red Cross United Crusade March of Dimes other special community drive</p>

Intermediate Level

Junior High Level

Senior High Level

Continue primary level
as needed and add the
following:

participate in Junior
Red Cross by helping with
some of their activities

Continue previous levels
as needed and add the
following:

help in the collection of
contributions for--
Red Cross
United Crusade
March of Dimes
other special commu-
nity drives

Reinforce previous levels
and add the following:

be aware of various commu-
nity service organizations
and have some idea of
their purpose--
Urban League
NAACP
VFW
American Legion
Rotary
Kiwanis
Lions
Vocational Rehabilitation

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APPENDIX A

GUIDELINES

**for Developing a Course of Study and Curriculum
for Mentally Retarded Minors
in California Public Schools**

**Adopted by the
California State Board of Education
March 9, 1967**

PREFACE

In accordance with AB 451 passed by the 1965 General Session of the California Legislature and made into law by the Governor (Ch. 1332), the Superintendent of Public Instruction appointed a Committee on Programs for Mentally Retarded Minors in California Public Schools. The committee represented public, professional, and private agencies and organizations currently providing services for mentally retarded children and adults.

Committee work began in April, 1966 and has continued until the preparation of this report. Included in its deliberations was a careful review of relevant material from California and other states in the nation, as well as close attention to concurrent developments such as that of the County Southern California Group and comparable efforts in Northern California. Cooperation with the staff of the Instructional Materials Center at the University of Southern California and other teacher training institutions also was maintained.

A special effort was made to obtain working liaison with local educational agencies for mentally retarded minors, and one of the most persistent requests from this field was that a philosophy be developed and adopted to provide a uniform direction and emphasis for the education of mentally retarded pupils throughout the state. Another need which became evident was the need for the administrative responsibility on the part of local educational agencies to give direction to programs for the mentally retarded are to reach their maximum potential.

The Advisory Committee also was mindful of the need to prepare brief, flexible guidelines to give a general direction from the state level while allowing maximum freedom to meet individual needs at the local level, and the need to provide direction in depth where appropriate. As a result, this report and its suggested general guidelines are not conceived of as embodying all the information available from the state level. Rather this report is seen as the primary policy document in a larger effort which includes the two current publications of the State Department of Education, for the Educable Mentally Retarded in California Public Schools, and Programs for the Mentally Retarded in California Public Schools; a future curriculum supplement to this report; and long-range attention to curriculum development for mentally retarded minors on the part of the State Department of Education and the field.

FRANCIS W. DOYLE
Deputy Superintendent
Division of Special Schools and
Services

Bureau
Handbook

PREFACE

passed by the 1965 General Session of the California Legislature and signed (1332), the Superintendent of Public Instruction appointed the State Advisory Committee on Mentally Retarded Minors in California Public Schools. This Advisory Committee has been working with public, state, and private agencies and organizations currently providing services for mentally retarded adults.

Since April, 1966 and has continued until the preparation of this final report. There was a careful review of relevant material from California and other states with special attention to concurrent developments such as that conducted by the Nine County Group and comparable efforts in Northern California. Cooperation and coordination with the Instructional Materials Center at the University of Southern California and other organizations also was maintained.

One of the major goals was to obtain working liaison with local educational agencies operating programs for the mentally retarded and one of the most persistent requests from this field contact was that a uniform direction and emphasis be adopted to provide a uniform direction and emphasis for programs for mentally retarded children throughout the state. Another need which became evident was the necessity to state clearly the responsibility on the part of local educational agencies to give adequate support if mentally retarded children are to reach their maximum potential.

The author was mindful of the need to prepare brief, flexible guidelines for giving general direction at the state level while allowing maximum freedom to meet individual circumstances at the local level to provide direction in depth where appropriate. As a consequence, this report is not intended to provide general guidelines are not conceived of as embodying all the assistance properly provided. Rather this report is seen as the primary policy document and part of a series of publications of the State Department of Education (Programs for the Mentally Retarded in California Public Schools, and Programs for the Trainable Mentally Retarded Children); a future curriculum supplement to this report, and continued curriculum development for mentally retarded minors on the part of the State Department of Education in the field.

DONALD MAHLER, Chief
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ACKNOWLEDGEMENTS

The State Department of Education and the members of the State Advisory Committee for the Mentally Retarded in California Public Schools wish to acknowledge the valuable assistance of specialists throughout California who provided suggestions, guidance, and support in developing these general program guidelines.

Membership of the State Advisory Committee is as follows:

Francis W. Doyle, Deputy Superintendent
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*Replaced by Paul Boetius, September, 1966

**Replaced by Emanuel Newman, September 1, 1966

ACKNOWLEDGEMENTS

Department of Education and the members of the State Advisory Committee on Programs for the California Public Schools wish to acknowledge the valuable assistance of the many California who provided suggestions, guidance, and support in the development of guidelines.

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PHILOSOPHY OF SPECIAL EDUCATION PROGRAMS FOR MENTALLY RETARDED

Public schools must provide the fullest possible opportunities to meet the educational needs of all citizens without regard to economic or social status, race, religion, or abilities. The right to a public school program is in the inherent right of every child to a public supported education commensurate with his ability to profit from such education.

The special education program for mentally retarded minors in California has continued to evolve on the basis of the following principles:

1. Mentally retarded minors have the same rights to educational opportunities and to profit as do all other minors of the school age population.
2. Mentally retarded minors must be identified with great care, giving due consideration to all factors which might lead to a minor's substandard performance and the educational implications of such findings.
3. Mentally retarded minors, once identified, must have a program designed specifically to meet their needs. Such a program should not be a substitute for other programs, such as regular education. Because of the difficulty often associated with making accurate placement of mentally retarded minors should be reviewed at least annually and more appropriate programs when indicated.
4. Mentally retarded minors must have an education that is comprehensive, with emphasis directed toward the fullest development of all the potentialities for personal growth and for independent productive living, if at all possible.
5. Mentally retarded minors must be educated in situations that permit them to acquire the skills necessary for daily living so that the educational outcomes will make a significant contribution to their adult life.
6. Mentally retarded minors must be educated toward making an effective transition into the social, political, and economic structures of their community to which such transition and integration requires interagency as well as interdisciplinary planning and implementation.
7. Mentally retarded minors shall be educated in the locally developed programs of the total educational program, and, if at all possible, located in conjunction with programs for "the normal minors."

PHILOSOPHY OF SPECIAL EDUCATION PROGRAMS FOR MENTALLY RETARDED MINORS

must provide the fullest possible opportunities to meet the educational needs of each child regardless of economic or social status, race, religion, or abilities. The foundation for our philosophy is in the inherent right of every child to a public supported education to the maximum benefit from such education.

The special education program for mentally retarded minors in California has developed and must conform to the following principles:

Mentally retarded minors have the same rights to educational opportunities from which they can benefit as all other minors of the school age population.

Mentally retarded minors must be identified with great care, giving due consideration to all factors which might lead to a minor's substandard performance and the educational implications of such factors.

Mentally retarded minors, once identified, must have a program designed specifically for their needs. Such a program should not be a substitute for other programs, such as compensatory education. Because of the difficulty often associated with making accurate appraisals, the needs of mentally retarded minors should be reviewed at least annually and transfer made to appropriate programs when indicated.

Mentally retarded minors must have an education that is comprehensive, with attention and efforts toward the fullest development of all the potentialities for personal and social maturity and independent productive living, if at all possible.

Mentally retarded minors must be educated in situations that permit them to develop skills for independent daily living so that the educational outcomes will make a significant contribution to their adult life.

Mentally retarded minors must be educated toward making an effective transition and integration into the social, political, and economic structures of their community to the degree possible; such transition and integration requires interagency as well as interdisciplinary planning, program development, and implementation.

Mentally retarded minors shall be educated in the locally developed programs organized as a part of the public educational program, and, if at all possible, located in conjunction with programs for normal minors."

II DEFINITION AND PURPOSE

Mentally retarded minors have been recognized as being unable to profit from curriculum designed for normal pupils. Special courses of study and curricula must be designed to more realistically meet the educational and training needs of mentally retarded minors.

Definition

The course of study refers to a broad (general) outline of areas under which the program can be organized which will promote the development of competencies set forth in the plan.

The curriculum refers to all of the learning experiences of the pupils planned by the school staff and made a part of the total school program.

Purpose of the Curriculum

The primary purpose of the curriculum is to provide a vehicle through which the program can be translated into realistic learning experiences appropriate to a child's level of development and the learning abilities of the pupils.

The secondary purpose of the curriculum for mentally retarded minors is to provide a sequential development of skills and a step by step acquisition of knowledge and sequential movement of the pupils toward responsible adulthood.

III ADMINISTRATIVE FRAMEWORK FOR CURRICULUM

Successful programs for mentally retarded minors can only be established and maintained if school administrators accept the basic educational rights of mentally retarded minors and provide for their special needs and learning handicaps.

Administrative Responsibilities

The public school administrator has the responsibility of identifying and implementing programs to provide the necessary finances, facilities, and educational programs to enable every child to attend special classes for mentally retarded minors.

II DEFINITION AND PURPOSE

Minors have been recognized as being unable to profit from the course of study and of normal pupils. Special courses of study and curricula must be developed especially to meet the educational and training needs of mentally retarded minors.

Definition

Curriculum refers to a broad (general) outline of areas under which learning experiences can be planned to promote the development of competencies set forth in the program objectives.

It refers to all of the learning experiences of the pupils planned and directed by the school as a part of the total school program.

Purpose of the Curriculum

The purpose of the curriculum is to provide a vehicle through which the general objectives of the program can be translated into realistic learning experiences appropriate to and consistent with the abilities and the learning abilities of the pupils.

The purpose of the curriculum for mentally retarded minors is to organize experiences so as to insure the development of skills and a step by step acquisition of knowledge to insure the pupils toward responsible adulthood.

III ADMINISTRATIVE FRAMEWORK FOR CURRICULUM

Plans for mentally retarded minors can only be established and nurtured when school recognizes the basic educational rights of mentally retarded minors and are sensitive to their learning handicaps.

Administrative Responsibilities

The administrator has the responsibility of identifying and implementing procedures to secure the finances, facilities, and educational programs to enable every pupil eligible to receive an education for mentally retarded minors.

The chief administrator has the responsibility for providing, with the support of the State Department of Education, an operational framework within which the specialized services for mentally retarded minors can be established, expanded, and improved.

The chief administrator has the responsibility for establishing organizational patterns and for providing personnel necessary to utilize all of the school and community resources available in developing the curriculum.

Principles in Curriculum Development

Flexibility must be maintained in the design and application of the curriculum. Procedures for constant evaluation and revision must be contained in the overall plan.

The needs of mentally retarded minors cannot be met in the structured "grade level" curriculum for mentally retarded minors must be nongraded in organization and development.

Any administrative policy which holds mentally retarded minors to the same program as is set forth for normal minors is contrary to legal intent and realistic educational planning. Curriculum for mentally retarded minors must be developed on the realistic needs of these minors and not be a down or duplicated regular curriculum.

An appropriate curriculum for mentally retarded minors must be vocationally oriented and include study and/or occupational training for all high school age pupils. Cooperation between the school and the community in vocational rehabilitation and/or employment must be developed to insure adequate preparation for and/or sheltered work placement as a part of the instructional program for these minors.

IV

FOUNDATIONS FOR CURRICULUM DEVELOPMENT

Before an appropriate curriculum for mentally retarded minors can be developed, the public school staff and the community must realize their responsibilities to these minors. These minors, like all minors, are entitled to an educational program from which they can benefit. The primary foundation for curriculum development must rest upon an honest and unqualified acceptance of the mentally retarded minor as a responsibility of the public school system.

the responsibility for providing, with the support of the local Board of
work within which the specialized services for mentally retarded minors can
proved.

the responsibility for establishing organizational and communication
nel necessary to utilize all of the school and community resources avail-
im.

Principles in Curriculum Development

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employment must be developed to insure adequate on-campus and off-campus
as a part of the instructional program for these minors.

IV

FOUNDATIONS FOR CURRICULUM DEVELOPMENT

culum for mentally retarded minors can be developed and implemented, both
community must realize their responsibilities to mentally retarded minors.
are entitled to an educational program from which they can obtain maximum
for curriculum development must rest upon an honest, professional, and
ntally retarded minor as a responsibility of the public school.

Development of an Appropriate Curriculum

In order to develop an appropriate curriculum, the professional staff must acquaint themselves with the basic characteristics of the mentally retarded child. They must understand his natural abilities, but more important, his abilities. The curriculum for these pupils must be based on the abilities of the pupils, drawn from the experiences of their daily living, directed toward problems presented in appropriate units of experiences.

The curriculum must contain information and experiences designed to provide a foundation at each of the developmental stages and to develop a more efficient level of functioning. The curriculum must provide for a development that is consistent with the individual differences of the pupils enrolled.

Motivation greatly affects readiness to learn. Therefore, the curriculum must be organized to provide experiences that will capture and hold the pupil's attention.

Professional personnel developing the curriculum for mentally retarded minors must provide opportunities for learning experiences drawn from the actual daily living situations of the pupils. The experiences presented in the curriculum must assist pupils in becoming more adequate persons intellectually, and vocationally in the home, in the school, and in the community.

The curriculum must provide repeated opportunities for mentally retarded minors to develop academic skills they may attain in practical situations of daily living. The curriculum must have sufficient flexibility and latitude to include the wide range of differences of abilities as well as within the class.

General Objectives of the Curriculum

The general primary role of the curriculum for mentally retarded minors in California is to assist these minors to develop as far as possible toward becoming responsible, participating members of their community. In order to achieve this general goal, basic objectives are set forth designed to assist these minors to develop attitudes and skills which will:

1. Lead to the formation of habits enabling them to understand themselves and to cooperate with others.
2. Lead to the formation of habits promoting emotional security leading toward independence.
3. Lead to the formation of habits in physical development, health, safety, and social adjustment.
4. Enable them to become adequate members of a family and to become future homemakers.

Development of an Appropriate Curriculum

appropriate curriculum, the professional staff must acquaint themselves with the mentally retarded child. They must understand his nature, his disabilities and abilities. The curriculum for these pupils must be based on the readiness and experiences of their daily living, directed toward problem solving, and on the basis of experiences.

main information and experiences designed to provide a foundation for learning at each stage and to develop a more efficient level of functioning at each step. for a development that is consistent with the individual differences of the

child's readiness to learn. Therefore, the curriculum must be developed and presented in ways that will capture and hold the pupil's attention.

When developing the curriculum for mentally retarded minors must include opportunities drawn from the actual daily living situations of the pupils. The learning curriculum must assist pupils in becoming more adequate people socially, personally in the home, in the school, and in the community.

Provide repeated opportunities for mentally retarded minors to apply whatever they learn in practical situations of daily living. The curriculum must provide an attitude to include the wide range of differences of abilities within each pupil.

General Objectives of the Curriculum

One of the purposes of the curriculum for mentally retarded minors in California public schools is to develop as far as possible toward becoming responsible, productive, and contributing members of the community. In order to achieve this general goal, basic objectives are set for these minors to develop attitudes and skills which will:

1. Develop habits enabling them to understand themselves and to get along with

2. Develop habits promoting emotional security leading toward independence.

3. Develop habits in physical development, health, safety, and sanitation.

4. Develop habits to become adequate members of a family and to become future homemakers.

5. Provide for instruction in the basic tool subjects to the limit of benefit from such instruction, with emphasis upon communication and for solving the problems of everyday living.
6. Enable them to participate and work as a productive way of life and their own living to the limits of their ability.
7. Enable them to appreciate and express themselves through music, art, and drama.
8. Assist them in selecting and participating in wholesome leisure time activities.
9. Lead to the acceptance of civic responsibility as a participating member of the community.
10. Enable them to participate in occupational and vocational experience and within the community in developing toward economic self-sufficiency.

Guidelines for Developing Curriculum for Educable Mentally Retarded

The actual course of study and curriculum must be developed and implemented designed to meet the realistic needs of mentally retarded minors and be consistent with the lines adopted by the State Board of Education.

Experiences provided at each level must prepare the pupils for the next experience.

Curriculum Organization and Grouping

Using chronological age as a sole basis for grouping mentally retarded minors is not recommended. Other considerations that must be given an equal weight with chronological age are learning difficulty, social competence, emotional maturity, physical development, and interests for the basic tool subjects.

Curriculum Content and Sequence

Special education programs for mentally retarded minors must be a clear instructional program planned in sequence beginning at the lower elementary level and continuing to the senior high school. General suggestions for developing a balanced curriculum are given in the following chart:

tion in the basic tool subjects to the limit of the pupil's abilities to instruction, with emphasis upon communication and computational skills necessary for the demands of everyday living.

participate and work as a productive way of life and for the purpose of earning money within the limits of their ability.

create and express themselves through music, art and drama.

enjoying and participating in wholesome leisure time activities.

assume a sense of civic responsibility as a participating, productive member of their community.

participate in occupational and vocational experiences within the school environment and develop a sense of unity in developing toward economic self-sufficiency.

Guidelines for Developing Curriculum for Educable Mentally Retarded

The curriculum and program must be developed and implemented locally. It must be based on the specific needs of mentally retarded minors and be consistent with the general guidelines of the State Board of Education.

Each level must prepare the pupils for the next level of their school.

Curriculum Organization and Grouping

Using chronological age as a sole basis for grouping mentally retarded minors has not been successful. It must be given an equal weight with chronological age include: severity of the retardation, competence, emotional maturity, physical development, mental age, and readiness for learning.

Curriculum Content and Sequence

Curriculum for mentally retarded minors must be a clearly defined, well balanced program in sequence beginning at the lower elementary level and continuing through the high school level. General suggestions for developing a balanced curriculum are set forth in the following:

GENERAL SUGGESTED CURRICULUM EMPHASIS FOR EDUCABLE MENTALLY RETARDED

APPROX. LEVEL	YOUNG ELEMENTARY		INTERMEDIATE		JUNIOR HIGH		SENIOR HIGH		
APPROX. C.A.	AGE 6	AGE 10	AGE 10	AGE 13	AGE 13	AGE 15	AGE 15	AGE 18	
INSTRUCTIONAL DAY	BASIC SCHOOL SUBJECTS				CONSUMER BUYING POLITICS				INSTRUCTIONAL DAY
	READINESS Communication Computational	QUANTITATIVE QUALITATIVE CONCEPTS	NEWS MEDIA JOB DESCRIPTIONS BUDGETING	PRACTICAL LAW INSURANCE COMMUNITY SERVICES	DRIVER ED.	LEISURE TIME-P.E.	ADULT SOCIAL ROLES		
SOCIAL COMPETENCIES									
COMMUNITY ORIENTATION									
SOCIAL ROLES									
FAMILY MEMBERSHIP									
PHYSICAL DEV.									
VOCATIONAL INFORMATION									
FIELD TRIPS TO INDUSTRY									
LABOR LAWS									
JOB TRAINING									
PLACEMENT									

Lower Elementary Level

Mentally retarded minors assigned to the lower elementary level should range approximately six to ten years. Their mental ages should range from approximately six to ten years. These pupils should have reached a level of personal, emotional, and social development that enables them to begin to interact with other pupils and to begin to adjust to the general environment.

Specific program objectives for the lower elementary level. The specific objectives, in order of their importance should include the development of:

1. Habits enabling them to understand themselves and to get along with others.
2. Habits promoting communication and emotional security which can lead to self-reliance.
3. Habits and physical development, health, safety, and sanitation.
4. Habits leading toward becoming contributing members of their families.
5. Habits promoting readiness for language development and number concepts.
6. Habits that will enable them to participate in work as a productive way of life.

Upper Elementary Level

Pupils assigned to the upper elementary level should range in chronological age from ten to thirteen years. Their mental ages should range from approximately six to ten years. Pupils should be able to participate in group activities, complete appropriate assignments, follow directions from teacher and the class group, and conform to reasonable school routine.

Specific program objectives for this level. The specific objectives for this level, in order of their importance, should include the development of:

1. Competencies that promote personal, social, and vocational development.
2. Habits that promote personal health, physical development and safety.
3. Skills that promote practical application of the basic school subjects.
4. Habits that will enable them to begin to appreciate and express themselves through art, music, and drama.

The content of the curriculum for the intermediate pupils should provide comparable experiences presented during the young elementary years.

Lower Elementary Level

Assigned to the lower elementary level should range in chronological age from approximately four to six or seven years. Their mental ages should range from approximately four to six or seven years. They should have reached a level of personal, emotional, and social maturity that enables them to work with other pupils and to begin to adjust to the general school routine and

Objectives for the lower elementary level. The specific objectives for this level in the curriculum should include the development of:

- 1. To understand themselves and to get along with others.
- 2. To develop a sense of personal and emotional security which can lead toward developing independence.
- 3. To develop a sense of responsibility, health, safety, and sanitation.
- 4. To become contributing members of their families.
- 5. To develop a sense of readiness for language development and number concepts.
- 6. To enable them to participate in work as a productive way of life.

Upper Elementary Level

Upper elementary level should range in chronological age from approximately ten to twelve years. Their mental ages should range from approximately six to ten or eleven years. These pupils should be able to participate in group activities, complete appropriate tasks, communicate with the teacher, and conform to reasonable school routine.

Objectives for this level. The specific objectives for the upper elementary level, the curriculum should include the development of:

- 1. To develop a sense of personal, social, and vocational development.
- 2. To develop a sense of personal health, physical development and safety.
- 3. To develop a sense of practical application of the basic school subjects.
- 4. To enable them to begin to appreciate and express themselves through music, art and

The curriculum for the intermediate pupils should provide continuation of the objectives of the young elementary years.

Lower Secondary Level

Pupils assigned to the lower secondary level should range in chronological age from thirteen to fifteen years. Although a wide range in mental age and general ability, pupils probably will be above a mental age of seven. Socially and emotionally, they should adjust to the demand of the classroom routine and general school procedures and be capable of a reasonable amount of self-direction and independence, personal grooming, and transportation. In general, some of the social competencies might lag behind the physical development of the pupils.

Specific objectives for this level. The specific objectives for the lower secondary level, of their importance, should include the development of:

1. Competencies that promote personal and social development.
2. Activities that lead to emotional security and independence.
3. The ability in the practical application of the basic school subjects.
4. Habits that promote personal health, physical development and safety.
5. Understanding of the family and the roles of its members.
6. Skills for participating in recreational and leisure time activities.
7. Readiness for acceptance of civic responsibility as a productive, participating member of the community.

The content of the curriculum for the lower secondary level should provide experiences presented at the intermediate level.

Upper Secondary Level

Educable mentally retarded minors assigned to the upper secondary school level should have a chronological age of approximately fifteen years or more and a mental age of nine or more. These minors will need extra guidance in adjusting to high school because of the emotional and social demands. They should have developed far enough socially and emotionally to adjust to the high school environment, with the staff and the student body, and to function without constant supervision. They should be able to commute to and from school and to find their way around the school.

Specific objectives for this level. The purpose of the upper secondary level is to develop the skills and develop the abilities of the students so that they can make a satisfactory transition from school to adult society. The specific objectives for this level are to develop

Lower Secondary Level

Lower secondary level should range in chronological age from approximately 11 to 14 years, though a wide range in mental age and general abilities is to be expected, from a mental age of seven. Socially and emotionally, these pupils should be able to follow classroom routine and general school procedures and to accept responsibilities. Self-direction and independence, personal grooming, communication, and transfer of the social competencies might lag behind the physical maturation of these

this level. The specific objectives for the lower secondary level, in order to include the development of:

- 1. Personal and social development.
- 2. Emotional security and independence.
- 3. Practical application of the basic school subjects.
- 4. Personal health, physical development and safety.
- 5. Family and the roles of its members.
- 6. Participation in recreational and leisure time activities.
- 7. Acceptance of civic responsibility as a productive, participating member of the community.

The curriculum for the lower secondary level should provide a continuation of the intermediate level.

Upper Secondary Level

Adolescents assigned to the upper secondary school level should have a chronological age of 15 years or more and a mental age of nine or more. Some of these adolescents are retarded in adjusting to high school because of the emotional immaturity, but they should be able to adjust socially and emotionally to the high school program, to interact with others, to function without constant supervision. They must be able to find their way around the school.

this level. The purpose of the upper secondary level program is to refine the abilities of the students so that they can make a satisfactory transition from the intermediate level. The specific objectives for this level are to develop:

1. Skills and attitudes for personal and social competence.
2. Skills and attitudes for vocational competence.
3. Emotional security and ability to function independently.
4. Habits that promote personal health, physical fitness and general safety.
5. Understanding of the roles of members of the family and skills necessary to function effectively with any home environment by learning to take care of their personal and family needs.
6. Activities that assist students in becoming contributing members of the community.
7. Skills for recreational and leisure time activities.
8. Ability to apply the skills learned in basic school subjects to the community.

The content of the curriculum for the upper secondary school program should be based on the experiences presented during the lower secondary school years.

CURRICULUM FOR DEVELOPING CURRICULUM FOR TRAINABLE MENTALLY RETARDED

The curriculum for trainable mentally retarded is based upon the belief that they can learn from a systematic instructional program. Trainable mentally retarded minors can learn to function effectively with any home environment by learning to take care of their personal and family needs to help others in and around the home environment.

Curriculum Organization and Grouping

The chronological age range of the groups frequently represented in special education for trainable mentally retarded is generally as follows:

1. Young pupils, approximate age of five to ten years.
2. Intermediate age pupils, approximate age of ten to fourteen or fifteen years.
3. Older group of pupils, approximate age of fifteen or sixteen to twenty years.

The general program objectives for the trainable mentally retarded can generally be directed toward developing each pupil's competency in:

1. Personal and social aspects of adaptive behavior to cope with recurring situations.
2. Sensory and motor skills.
3. Economic usefulness, at least provide the opportunity to train and become economically useful within the home or a sheltered work situation.

The following chart sets forth suggestions for grouping and curriculum content from early school experience to terminal school experience:

udes for personal and social competence.
udes for vocational competence.
ty and ability to function independently.
ote personal health, physical fitness and general safety.
the roles of members of the family and skills necessary in family living.
assist students in becoming contributing members of the community.
ational and leisure time activities.
the skills learned in basic school subjects to the demand of the local community.

urriculum for the upper secondary school program should provide continuation of
during the lower secondary school years.

RICULUM FOR DEVELOPING CURRICULUM FOR TRAINABLE MENTALLY RETARDED

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tional program. Trainable mentally retarded minors can learn to participate
environment by learning to take care of their personal effects and by learning
and the home environment.

Curriculum Organization and Grouping

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generally as follows:

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pupils, approximate age of ten to fourteen or fifteen years.
pils, approximate age of fifteen or sixteen to twenty-one years.

bjectives for the trainable mentally retarded can generally be organized and
g each pupil's competency in:

ial aspects of adaptive behavior to cope with recurring daily needs.
- skills.
ess, at least provide the opportunity to train and become, insofar as is possible,
ful within the home or a sheltered work situation.

sets forth suggestions for grouping and curriculum content as it forms a continuum
nce to terminal school experience:

GENERAL SUGGESTED CURRICULUM EMPHASIS FOR TRAINABLE MENTALLY RETARDED							
	YOUNG PUPILS		INTERMEDIATE PUPILS		OLDER PUPILS		
APPROX. C.A.	AGE 5	AGE 10	AGE 10	AGE 14	AGE 14	AGE 21	APPROX. C.A.
INSTRUCTIONAL DAY	<div><div>SELF HELP - SELF CARE</div><div>DRESSING</div><div>TOILETING</div><div>SAFETY PERCEPTION DEVELOPMENT</div><div>HEALTH GROOMING</div><div>PROPER DRESS</div><div>COMMUNICATION - PHYSICAL DEVELOPMENT</div><div>GROUP PARTICIPATION</div><div>GROUP ACTIVITIES PLAY</div><div>ORAL LANGUAGE</div><div>WRITTEN LANGUAGE</div><div>NUMBER CONCEPTS</div><div>EXERCISES</div><div>HOME - RECREATIONAL - VOCATIONAL</div><div>HOME LIVING SKILLS</div><div>OCCUPATIONAL TRAINING</div><div>FOLLOWING INSTRUCTIONS</div><div>SIMPLE MEAL PREPARATION</div><div>LEISURE TIME</div><div>COMMUNITY TRAVEL & SAFETY</div></div>						INSTRUCTIONAL DAY

Curriculum Content and Sequence

The curriculum for the trainable mentally retarded must provide a continuum of experiences. The great differences within each child and the range of abilities within any class makes the organization of this program along the traditional patterns impractical. Therefore, the content of the curriculum must be organized in small sequential steps assuring progress towards achieving the goals and objectives of the program. Because of the complexities of the program, guidelines are set forth in specific areas. The curriculum must be developed in each area to include the complete age span of the pupils enrolled in the program.

The following specific areas have been identified as important considerations for the curriculum planning:

1. Self-help
2. Communications
3. Personal, social competencies
4. Physical development
5. Economic and vocational usefulness
6. Health and safety
7. Recreation and leisure time activities
8. Manners and moral development
9. Occupational training

APPENDIX B

L E G A L P R O V I S I O N S

LAWS AND REGULATIONS RELATING TO EDUCATION AND HEALTH FOR EXCEPTIONAL CHILDREN IN CALIFORNIA

EDUCATION CODE

(Enactments of the 1966 Legislative Session have been added)

PART I. GENERAL PROVISIONS AND ORGANIZATIONAL STRUCTURE OF THE SYSTEM

Division 2. State Educational Agencies
Chapter 1. The State Board of Education
Article 2. Powers and Duties

Sections

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Guidelines for Instruction of Mentally Retarded Children

PART II. THE EDUCATIONAL PROGRAM AND PERSONNEL

Division 6. The System of Public Instruction
Chapter 5.5. Adult Schools
Article 7. Education of Handicapped Adults

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Powers of Governing Board

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Public School or Nonprofit Organization Facilities

Chapter 8.5. Grants to Teachers of Physically
Handicapped (and Mentally Retarded) Minorities

6875

Financial Assistance to Get Teachers of Physically

6876

Reimbursement of Grants

6877

Amount of Reimbursement

6878

Rules and Regulations

LEGAL PROVISIONS

AND REGULATIONS RELATING TO EDUCATION AND HEALTH SERVICES FOR EXCEPTIONAL CHILDREN IN CALIFORNIA

EDUCATION CODE

ments of the 1966 Legislative Session have been included)

PROVISIONS AND ORGANIZATIONAL STRUCTURE OF THE PUBLIC SCHOOL SYSTEM

Division 2. State Educational Agencies
Chapter 1. The State Board of Education
Article 2. Powers and Duties

Guidelines for Instruction of Mentally Retarded Minors

PART II. THE EDUCATIONAL PROGRAM AND PERSONNEL

Division 6. The System of Public Instruction
Chapter 5.5. Adult Schools
Article 7. Education of Handicapped Adults

Powers of Governing Board
Public School or Nonprofit Organization Facilities

Chapter 8.5. Grants to Teachers of Physically
Handicapped (and Mentally Retarded) Minors

Financial Assistance to Get Teachers of Physically Handicapped and Mentally Retarded
Reimbursement of Grants
Amount of Reimbursement
Rules and Regulations

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6901	"Mentally Retarded Minors" Defined
6902	Provisions for Education of Mentally Retarded Minors
	Special Facilities
6902.05	Admission of a Minor to a Special Education Program
6902.1	Integrated Programs of Instruction--Definition and F
6902.2	Special Day Classes and Integrated Programs--Defined
6902.3	Maximum Class Enrollment and Waiver of Maximum Class
6902.4	Annual Review and Recommendation for Continued Place
6902.5	Personal Consultation with Parent Regarding Placemen
6903	Provisions for Education of Mentally Retarded Minors
	Section 6902
6904	Special Training Schools or Classes in Elementary, H
	School District
6904.1	Determination of Grade Level of Mentally Retarded Ci
	Purposes
6904.2	Enforcement and Coordination of Course of Study
6904.3	Experimental Programs
6904.5	Four-Year Secondary School Program in Certain Distri
6905	Special Training Classes in Certain High School Dist
6906	Establishment of Minimum Standards
6906.5	Diploma from Special School
6907	Supervision of Training
6908	Individual Examination of Child by Psychologist
6909	Objection to Examination by Parent or Guardian
6910	Inter-district Agreements for Education and Transpo
6911	Provision for Transportation in Lieu of Agreement
6912	Qualification for Teachers
6912.5	Individual Social and Vocational Counseling
6913	Determination and Definition of "Excess Expense"
6913.1	Increase in Maximum Tax Rate
6914	Apportionment to School Districts for Mentally Retar
	Handicapped Minors
6915	Application for Apportionment to School Districts fo
	Minors and Physically Handicapped Minors
6916	Amount of Apportionment for Mentally Retarded and Ph
6917	Abstract of Apportionments to Be Furnished
6918	Crediting of Funds
6919	Deductions from Apportionments

Chapter 9. Education of Mentally Retarded Minors

"Mentally Retarded Minors" Defined
Provisions for Education of Mentally Retarded Minors Expected to Benefit from
Special Facilities
Admission of a Minor to a Special Education Program for the Mentally Retarded
Integrated Programs of Instruction--Definition and Permission
Special Day Classes and Integrated Programs--Defined
Maximum Class Enrollment and Waiver of Maximum Class Size
Annual Review and Recommendation for Continued Placement
Personal Consultation with Parent Regarding Placement
Provisions for Education of Mentally Retarded Minors Not Within Provisions of
Section 6902
Special Training Schools or Classes in Elementary, High School, or Unified
School District
Determination of Grade Level of Mentally Retarded Classes for Apportionment
Purposes
Enforcement and Coordination of Course of Study
Experimental Programs
Four-Year Secondary School Program in Certain Districts
Special Training Classes in Certain High School Districts
Establishment of Minimum Standards
Diploma from Special School
Supervision of Training
Individual Examination of Child by Psychologist
Objection to Examination by Parent or Guardian
Inter-district Agreements for Education and Transportation
Provision for Transportation in Lieu of Agreement
Qualification for Teachers
Individual Social and Vocational Counseling
Determination and Definition of "Excess Expense"
Increase in Maximum Tax Rate
Apportionment to School Districts for Mentally Retarded Minors and Physically
Handicapped Minors
Application for Apportionment to School Districts for Mentally Retarded
Minors and Physically Handicapped Minors
Amount of Apportionment for Mentally Retarded and Physically Handicapped Minors
Abstract of Apportionments to Be Furnished
Crediting of Funds
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Chapter 9.5. Occupational Training Programs for Physically
Handicapped and Mentally Retarded Minors

6931	Establishment and Conduct of Training Programs
6932	Contracts with Sheltered Workshops
6933	Contracts with Department of Rehabilitation or with County Superintendents; Employees; Certification

Division 7. Educational Program

Chapter 1. General Provisions

Article 2. Enforcement of Courses of Study

7551.1	Duty of Governing Board in Certain Districts to Prepare of Study for Mentally Retarded Pupils
7554	Duty of County Board or County Superintendent to Prepare of Study for Mentally Retarded Pupils

Chapter 2. General Courses of Study

Article 4. (Heading repealed by Stats. 1961, Ch. 100)

7752.5	Four-Year Secondary School Program for Mentally Retarded Pupils
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Chapter 6. County School Service Fund Service

Article 10. Education of Mentally Retarded Pupils

8951	Provision for Schools or Classes for Mentally Retarded Pupils
8951.1	Computation of Average Daily Attendance for Purposes of
8951.2	Payments to Parents for Food and Lodging in Lieu of
8952	Limit on Admissions
8953	Contracts for Transportation to Special Schools and
8954	Transportation to Special Schools and Classes by
8955	Certification of Funds Required
8955.1	County Tax
8955.2	County Tax for Education of Physically Handicapped Pupils
8955.3	Partial Reduction of Allowances to County School
8956	"Excess Expense" Defined

Chapter 9.5. Occupational Training Programs for Physically
Handicapped and Mentally Retarded Minors

Establishment and Conduct of Training Programs

Contracts with Sheltered Workshops

Contracts with Department of Rehabilitation or with Other Governing Boards or
County Superintendents; Employees; Certification

Division 7. Educational Program

Chapter 1. General Provisions

Article 2. Enforcement of Courses of Study

Duty of Governing Board in Certain Districts to Prescribe and Enforce Course
of Study for Mentally Retarded Pupils

Duty of County Board or County Superintendent to Prescribe and Enforce Course
of Study for Mentally Retarded Pupils

Chapter 2. General Courses of Study

Article 4. (Heading repealed by Stats. 1961, Ch. 2207)

Four-Year Secondary School Program for Mentally Retarded Minors

Chapter 6. County School Service Fund Services

Article 10. Education of Mentally Retarded

Provision for Schools or Classes for Mentally Retarded

Computation of Average Daily Attendance for Purposes of Section 8951

Payments to Parents for Food and Lodging in Lieu of Providing Transportation

Limit on Admissions

Contracts for Transportation to Special Schools and Classes

Transportation to Special Schools and Classes by District or County Superintendent

Certification of Funds Required

County Tax

County Tax for Education of Physically Handicapped Minors

Partial Reduction of Allowances to County School Service Fund

"Excess Expense" Defined

Division 9. Pupils

Chapter 2. Attendance--General Requirements and

Article 2. Attendance in Kindergartens and Elementary

11003	Minimum School Day for Kindergarten and Severely
11005	Minimum School Day in Grades 1, 2, and 3
11006	Minimum School Day in Grades 4 Through 8
11052	Minimum School Day in Grades 9 Through 12

Chapter 3. Average Daily Attendance

Article 7. County School Service Fund

11553	Computation for Mentally Retarded Minors
11553.1	Computation of Attendance for Mentally Retarded

Chapter 4. Health Supervision

Article 3. Provisions Relating to Mental Health

11801	Mental Examination
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